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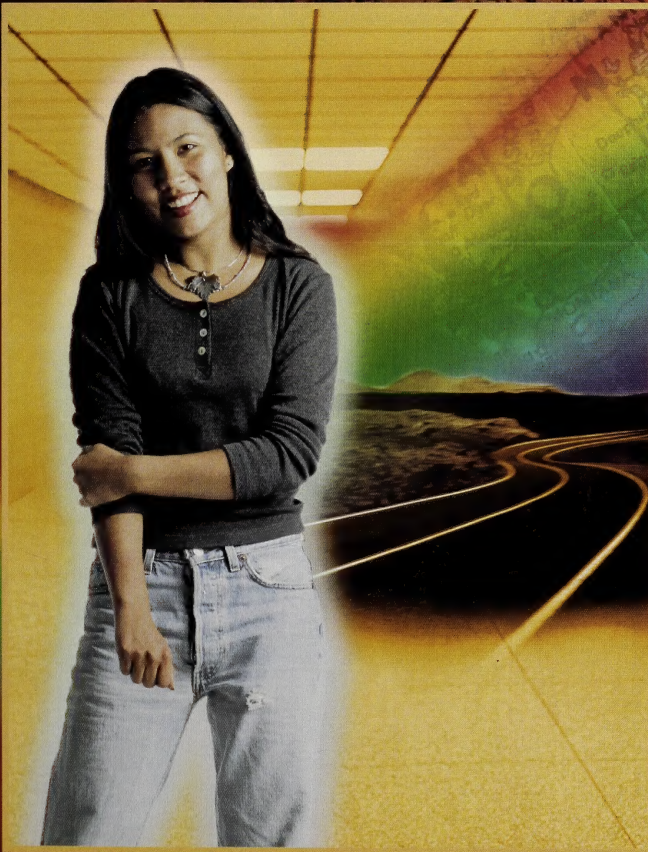


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**DISC IN
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English Language Arts 9

Module 6: Fast Forward






Audio CD 2




English Language Arts 9
Audio 2 CD

Compact disc

 Learning Technologies Branch

 Alberta Education

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English Language Arts 9

Module 6: Fast Forward



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English Language Arts 9
Module 6: Fast Forward
Student Module Booklet
Learning Technologies Branch
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- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Welcome to Module 6 of English Language Arts 9

Module 1 contains general information about the course components, additional resources, icons, assessment, and strategies for completing your work. If you do not have access to Module 1, contact your teacher to obtain this important information. It is recommended that you work through the modules in order because the concepts and skills introduced in one module will be reinforced, extended, and applied in later modules.

Module 1: Welcome Aboard!

Module 2: All That I Am

Module 3: Turning Points

Module 4: Final Frontiers

Module 5: A World of Tales

Module 6: Fast Forward

Module 7: Do the Right Thing

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Module Overview

Fast Forward

How much influence do you think the media has on your life? Every day, you come into contact with all kinds of media: newspapers, magazines, radio, television, and movies. You're bombarded with advertising on billboards, in the mail, on your phone, on radio and television, at the movies, and on the Internet.

Most people agree that the media has far-reaching effects on their lives. Not only are you being persuaded to buy all kinds of products and services, but you're also being told what you should eat, drink, wear, believe, feel, and think. Since you're constantly presented with these messages, it's hard to resist or refuse them.

It's important to realize that you're a target audience of the media, and the only way that you can protect yourself is to become a critical consumer. In this module you'll learn more about the media and how they influence you. You'll become more aware of the techniques used to try to persuade you to read, listen, and watch the message and then buy the service or product. The more you know about the media, the better you'll be able to deal with it.



Module 6: Fast Forward

Section 1: You and the Media

Section 2: Buyer Beware

Section 3: Sending a Clear Message

Assessment

Your mark in this module will be determined by your work in the Assignment Booklets. In this module you are expected to complete three section assignments and a Final Module Assignment. The mark distribution is as follows:

Assignment Booklet 6A	
Section 1 Assignment	35 marks
Assignment Booklet 6B	
Section 2 Assignment	25 marks
Section 3 Assignment	15 marks
Final Module Assignment	<u>25 marks</u>
Total	100 marks

Be sure to check with your teacher to see whether this mark allocation is valid for you. Some teachers like to include other reviews and assignments.

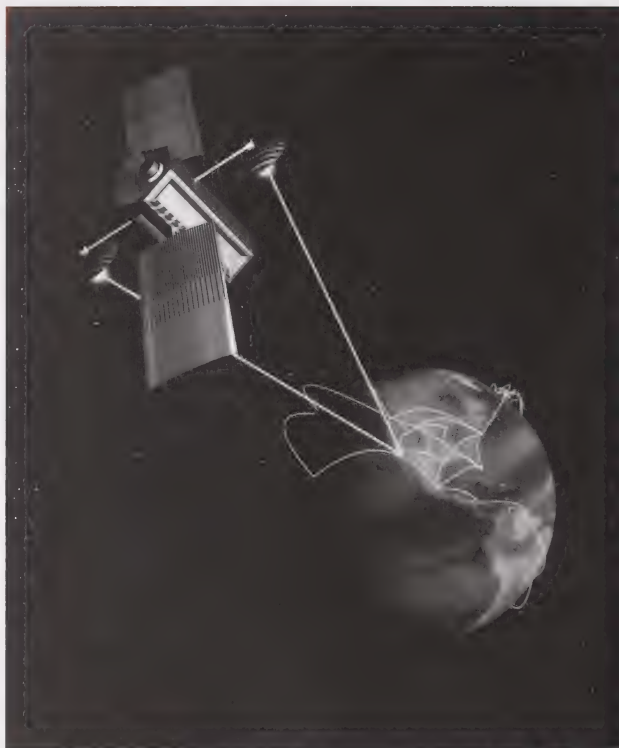


Section 1

You and the Media

As you know, communication has changed tremendously in the past one hundred years. Telephones, fax machines, the Internet, and satellites have created a world of rapid communication. Today, people can almost instantly send and receive messages over any distance. In fact, it's hard to imagine that a century ago, people waited weeks and even months to obtain news from family and friends or to receive information about world events.

Undoubtedly, access to media has changed people's lives and the world. Has your life improved because of the changes in communication? Of course, in many ways it has. On the other hand, the media explosion has also had negative effects on people's lives. Many people now feel that they're burdened with too many messages. They're surrounded by media—newspapers, magazines, radio, television, the Internet, telephones, and fax machines—and all of these media are sending out a huge volume of messages. Are you also suffering from media overload?



When you've finished this section, you'll be able to explain how the media influences you. As well, you'll be able to describe how TV news shows are produced.

Lesson 1: A Look at the Movies



Do you enjoy watching movies? Think of all the ways that you can view a movie. How many of the following ways to see a movie have you experienced?

- watching a movie at home on television
- watching a movie on your computer through an Internet connection
- paying to watch a movie at home through a cable or satellite TV connection
- renting a video or a DVD at a local rental outlet, and watching it at home
- buying a video or a DVD at a store, and watching it at home
- going to a movie theatre

Did you know that the word *movie* is an abbreviation for *moving picture*? The original concept of a movie was a series of moving pictures. Although some inventors experimented with creating moving pictures in the 1800s, movies only became popular when they began to tell stories. In 1903, American director Edwin Porter made an eleven-minute-long film called *The Great Train Robbery*. The age of movies had begun!

The first movie theatres were called *nickelodeons*. Charging five cents (a nickel) for admission, these early theatres showed short silent films. A piano player employed by the theatre provided background music throughout the show to help convey the mood or emotion of the story. (The word *odeon* comes from the ancient Greeks. It referred to a building used for public performances of music and poetry.)

In the 1930s, movies changed in two ways. Sound and colour were introduced. With the introduction of sound, the movies became “talkies.” People began to hear their favourite stars talk and were shocked to discover that some movie stars had unpleasant voices. As a result, some stars were soon replaced with others and there was no longer any need for the piano players to provide musical backgrounds. The first colour movies appeared in the 1930s. By the 1950s, nearly all movies were shot in colour.

Before television arrived in the 1950s, almost everyone went to the movies. In the cities, elegant movie theatres (or cinemas) with plush seats, balconies, and curtained stages were common. Even small towns had thriving movie theatres. In the summer, you could also go to movies at outdoor drive-in theatres, where you parked your vehicle, fastened a speaker to a side window, and watched the show through the windshield.



You may have heard your grandparents talk about going to the movies when they were young. When people recall past events, they’re reminiscing. (To *reminisce* means to talk or think about past events or experiences.) When they speak of these events fondly, they’re experiencing nostalgia (sentimental feelings toward the past).

memoir: an anecdote about a person’s past life

In the **memoir** “When Movies Cost a Nickel” on page 220 of *Crossroads 9*, Max Braithwaite (1911–1995) recalls his childhood experiences going to movies in Prince Albert, Saskatchewan, on Saturday afternoons. As you read Braithwaite’s reminiscences, compare your own experiences at the movies with his.



Journal Entry 6A

Write a response in your journal after considering the following questions:

- Did you enjoy reading the memoir “When Movies Cost a Nickel”? Why or why not?
- Do you think that people enjoy the movies today as much as they did in the past? Why or why not?
- If it were possible, would you like to travel back in time for a few hours and experience a Saturday afternoon matinee like the ones Braithwaite enjoyed?





You might want to use the Internet to find out more about Max Braithwaite or his writings. Use his name as a search term, and see what you can discover.

1. In your notebook, create a chart similar to the one that follows. Compare the experiences of going to the movies in the 1930s and today.
 - Use Braithwaite's memoir to fill in the left side of your chart.
 - Use your own experiences to fill in the right side.
 - Think about cost, the show itself, and the audience's reaction.
 - Use complete sentences.

Going to the Movies in the 1930s	Going to the Movies Today

2. Why do you think that Braithwaite feels nostalgic about his childhood experience of going to the movies?
3. Did you notice that Braithwaite mentions that a show consisted of at least four different items? He goes on to describe three of them. What are these three items that he describes?

Compare your responses with those on page 12.

The fourth item in most shows was the newsreel. Although people read the news in newspapers and heard it on the radio, the only opportunity that people had to see the news was at movie theatres.

The newsreel was the beginning of a different way of presenting news. Even though the news shown was sometimes weeks or even months old, people were impressed by seeing moving pictures of the events they had read or heard about. Later, when television became popular, movie theatres gradually gave up presenting news. Movies changed the world of most people in many ways:

- They saw people, places, activities, and events that they'd never seen before.
- They were exposed to new ideas and different beliefs.
- They were introduced to different customs, manners, morals, and behaviour.



Movie stars became celebrities. People took great interest in the lives of actors and sometimes tried to imitate them. The glamorous and exciting life presented in movies made many people yearn for similar lifestyles. For some people, movie stars became more influential than local community leaders in setting standards of behaviour.

4. How have movies (at the cinema, on TV, and on video or DVD) influenced you and the teenagers in your community?

Compare your response with the one on page 13.

In this lesson you've read a memoir about going to the movies in the 1930s. You've investigated some of the history of motion pictures, and you've thought about the changes that movies made in people's lives. Next, you'll examine modern movies and discover how they're made.

Glossary

memoir: an anecdote about a person's past life

Suggested Responses

1. Your chart might look something like this:

Going to the Movies in the 1930s	Going to the Movies Today
The cost was a nickel per child; children under six got in free on Saturday afternoons. On Friday nights, the cost was a dime per child.	The cost can be as high as \$12 per person. Matinees are still usually cheaper than evening shows.
The movies had no sound; a piano player provided background music.	Many movie theatres have huge speakers to provide "surround sound."
There were four separate films: a feature, a serial, a comedy, and a news film.	Before the feature film, other movies and even products are advertised.
The audience enjoyed the movies because they were exciting entertainment.	People still enjoy movies, but since they've seen so many TV shows and movies on TV, they're probably not as thrilled today as people were in the past.

2. The author has wonderful memories of his childhood experiences at the movies. During the 1930s, many people were poor because of the Depression. The movies were relatively cheap entertainment. The author says that the theatre was “a temple of delight, an arena of excitement, a steam bath of emotions, a great place to be on Saturday afternoon” (page 220).
3. Braithwaite mentions the feature film, a serial, and a comedy.
4. Responses will vary. You might have mentioned that teenagers have been exposed to profanity, crime, violence, and sex through the movies. Some teens may think that the behaviour they see in the movies is normal and acceptable. Others may view this behaviour as not acceptable. Teens may also admire some characters in the movies and try to imitate their appearance and behaviour.

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Lesson 2: Stunts, Illusions, and Special Effects

Journal Entry 6B

Write a response in your journal after considering the following questions:

- What kinds of movies do you prefer?
- What makes a movie interesting to you?
- What is your favourite movie? Why?

When you go to a theatre to see a movie, do you think of yourself as a consumer?



Think for a moment about the choices you make when you go to a movie theatre:

- You've chosen to watch a movie instead of doing something else.
- You've chosen to go to a movie theatre rather than rent a video or watch TV.
- You've chosen a particular theatre to view the movie.
- You've selected a particular movie from many different possibilities.
- You've decided to spend a certain amount of money to see this movie.
- You may spend money on food and beverages in the cinema.
- You have to choose how to get there—walk, take a bus or train, use a vehicle.

Although you may not be aware of all the choices that you've made, you've decided to spend time and money when you go to a movie. Movie distributors pay a lot of money advertising their products. They want you to choose to spend your money on their movies and in their cinemas.

Because movies cost a lot to produce, filmmakers want to produce a product that people will buy. To attract consumers, filmmakers are always competing with each other to make their movies more appealing to consumers.

Most moviegoers want to be entertained. Some people enjoy movies that show a realistic portrayal of someone's life because they can empathize with the characters and feel for them as they deal with various challenges. Other people aren't looking for a purely realistic portrayal of life; they want to escape their worries and troubles for a few hours and enter an artificial world filled with romance and humour—or perhaps adventure, excitement, or even horror and the supernatural.

Do you enjoy movies that are filled with tense moments and thrilling action? One way that filmmakers create suspense is through the chase. In the early movies, good guys—like sheriffs—chased bad guys—like bank robbers. Today, many chases involve cars, motorcycles, planes, and even spaceships. The chase has become such a common feature of many thrillers that filmmakers must work hard to avoid predictability.



In his article “Hollywood’s New Rules for Car Chases,” author Pierre Berton pretends that filmmakers have a set of rules to follow when they’re filming car chases. In fact, Berton’s “Hollywood’s New Rules for Car Chases” is an article that uses **satire**. The author is ridiculing the frequency and predictability of car chases in movies.

Satire ridicules or attacks a subject. Some satirical writing is very serious, designed to criticize and even offend. Writers of serious satire often attack wrongs in society, and they use their satire to stimulate thought and change. Other satirical writing is humorous—even hilarious.

Turn to page 225 of *Crossroads 9*, and read “Hollywood’s New Rules for Car Chases” by Pierre Berton. As you read this article, think about Berton’s purpose and whether you agree with him that car chases are overused in movies and television.

satire: a type of writing that ridicules or attacks a subject, either in a humorous or serious way



Journal Entry 6C

Write a response in your journal after considering the following questions:

- Have you seen car-chase sequences similar to Berton's descriptions?
- Do you enjoy watching chase sequences in movies?
- Do you feel that filmmakers overuse car chases?

1. What is Pierre Berton's purpose in writing this satire?
2. Pierre Berton's article also shows that many movies use stereotyped characters. According to Berton, what police stereotype is often presented in car chases?

Compare your responses with those on page 20.

If you enjoy watching action-packed movies, you're likely one of millions of people who eagerly wait for the next thriller to appear. You may be willing to pay full price to see the movie when it first shows up in theatres.

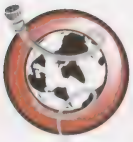
Action-packed movies appeal to many people. Of course, in movies, stunts are either faked with **special effects** or created by people who have special training and protection. The characters usually emerge from action sequences unharmed or with only minor injuries. In real life, however, anyone trying something similar would likely be seriously injured or killed.

special effects
(sfx): visual and/or
sound elements
added to create
illusions in movies

Think for a moment of actor Christopher Reeve, who in his *Superman* movies appeared to be strong enough to withstand anything. In real life, Reeve severely injured his spine when he fell from a horse and was paralysed. Unlike many movie heroes, human beings are not invincible. As well, many young children have been injured while pretending to be Superman because they believed that they, like their fictional hero, could fly.

DID YOU KNOW?

After his accident, Christopher Reeve was confined to a wheelchair and unable to breathe without the aid of a respirator. Reeve and his wife Dana Reeve became advocates for people with disabilities and for spinal cord injury research. Christopher Reeve died in 2004. To learn more about Christopher Reeve, both as an actor and as a spokesperson for people with disabilities, go to the Internet. Use your favourite search engine and the keywords *Christopher Reeve biography*.



3. What would likely happen in real life in a similar situation? Create a chart like the following. Complete the chart by describing the realistic consequences of each event as compared to the movie results.

Movie	Real Life
Two people have a fistfight. One falls from a roof. Neither is injured.	
A woman throws a knife at a bad guy who is 20 m away. The knife pins the bad guy to a tree by his shirt. The bad guy is frustrated but unhurt.	
A character in one car chases some criminals in another car. Both vehicles are being driven at fast speeds through heavy traffic in a city. Both cars avoid crashes, although some other cars are smashed when their drivers try to avoid collisions.	
An inexperienced downhill skier is being chased by a killer. She skis down an extremely dangerous slope, dodging trees, cliffs, and bullets and escapes unharmed.	
A hero is shot several times. He's taken to the hospital, where he recovers completely.	
A sheriff shoots the gun out of the hand of an outlaw.	

Compare your chart with the one on page 20.

Do you enjoy movies that feature special effects? Are you curious about how some of these effects are achieved? The article called "Trick Shots" on page 228 of *Crossroads 9* explains how some special effects are created. As you read this article, think about the movies that you've seen recently and the special effects that were used in them.



Special effects create an illusion. An illusion deceives people by giving them a false idea of something. Illusions make you believe that something is real when it isn't. As computer technology advances, the movie industry's ability to create special effects also increases. Over the years, special effects in films have grown more and more spectacular.

4. Why are filmmakers interested in advancing the techniques of special effects?

Compare your response with the one on page 21.

Some people argue that movies with special effects and stunts distort your sense of reality. In other words, these movies may make you believe that it's possible in real life to do some stunts without injuring yourself or anyone else. You have to keep reminding yourself that what you're seeing in the movies isn't real—it's all part of an illusion designed to entertain you.

Do movies distort reality in other ways? What images do movies present about human relationships, such as those between men and women or parents and children? What images do movies present about drugs, alcohol, sex, and violence?

Viewers often see the main characters in movies as role models. In many movies, the way that the characters dress, talk, think, and behave sends an implicit message to the audience that this behaviour is acceptable and even admirable.

For example, if you watch movies made before the 1990s, you'll see that many of the characters smoked. More recent movies show much less smoking. On the other hand, movies made before 1980 seldom contained much profanity. Now, many movies have warnings about the use of profane language.

DID YOU KNOW?

Studies show that the more that the audience likes a character or can identify with that character, the more strongly that character's actions can influence members of the audience.

5. What messages are implied (not directly expressed) in these situations?
- Characters smoke in movies.
 - Characters consume alcohol in movies.
 - Movie characters display attitudes and behaviours that go against the general moral standards of society.
 - Characters use profanity in movies.

Compare your responses with those on page 21.

Portfolio Item 6A

Do a reality check. Make a chart like the one that follows. Then use your chart to compare your favourite television show to real life.



Title of Show:		
Common Images from Show	Similar Scenes from Real Life	Comparison of TV and Real Life

You should have a least five examples in your chart.



When you watch movies, think about the way that life is portrayed. Ask yourself whether you're being given a false or distorted vision of life.

In this lesson you've read an article ridiculing car chases in movies, and you've looked into some of the ways that filmmakers create illusions by means of special effects and carefully controlled stunts. You've also thought about the possible danger created when people, especially young children, forget that the exciting events in the movies are mostly an illusion.

In the next lesson, you'll think about the impact of television, probably the most influential of all the mass media.

Glossary

satire: a type of writing that ridicules or attacks a subject, either in a humorous or serious way

special effects (sfx): visual and/or sound elements added to create illusions in movies

Suggested Responses

1. Pierre Berton's satire is intended to be entertaining. He's ridiculing the movie industry, but his article is not meant to be a serious attack.
2. Berton says that car chases in movies often make the police look stupid and incompetent. He claims that the police are frequently shown as being bad drivers who wreck police cars.
3. Responses will vary. Your chart might look similar to this example:

Movie	Real Life
Two people have a fistfight. One falls from a roof. Neither is injured.	In real life, a person who falls off a roof would likely be severely injured or even killed.
A woman throws a knife at a bad guy who is 20 m away. The knife pins the bad guy to a tree by his shirt. The bad guy is frustrated but unharmed.	In real life, it would be extremely difficult to throw a knife accurately over a long distance.
A character in one car chases some criminals in another car. Both vehicles are being driven at fast speeds through heavy traffic in a city. Both cars avoid crashes, although some other cars are smashed when their drivers try to avoid collisions.	It's difficult to drive quickly through heavy traffic, and there would almost certainly be an immediate collision.
An inexperienced downhill skier is being chased by a killer. She skis down an extremely dangerous slope, dodging trees, cliffs, and bullets and escapes unharmed.	An inexperienced skier would probably fall very soon on a dangerous slope. She would probably be injured in the fall, even if she wasn't hit by the bullets.
A hero is shot several times. He's taken to the hospital, where he recovers completely.	Anyone who is shot several times will have serious injuries and may never completely recover.
A sheriff shoots the gun out of the hand of an outlaw.	In real life, a law-enforcement officer would not risk shooting the gun out of a criminal's hand. The chances of missing the gun are too great.

4. Filmmakers want to advance the techniques of special effects to create more spectacular scenes to attract people to their movies.
5.
 - a. When characters in movies smoke, it can give viewers the implicit message that it's okay or even cool to smoke.
 - b. When characters in movies drink, it can make alcohol consumption seem commonplace and perhaps even glamorous. When they drink excessively, they may give the implicit message that excessive drinking is acceptable and normal.
 - c. They give the implicit message that it's acceptable and normal for people to behave in ways that are objectionable to many people in society.
 - d. The use of profanity in movies suggests that it's acceptable and normal to use profanity anywhere.

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Lesson 3: Is There Life Without TV?



Television has changed the way many people live. It influences the way people think and feel, the way they spend their money, and the way that they interact with other people. It can also have an impact on people's health.



- a.** How many hours a day do you spend watching TV? What programs do you watch? Make a chart like the one shown. For the next week, keep a record of the time you spend watching TV and the programs you watch.

Day	Time Spent Watching TV	Program(s) Watched
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

- b.** Having monitored your television-viewing habits for a week, write a short composition in which you answer the following questions:
- How many hours do you watch TV during a typical week?
 - Do you think that you watch too much TV? Why or why not?
 - Do you think that other members of your family watch too much TV?
 - How do your parents feel about your television viewing?
 - Do you think that you watch programs appropriate for your age group? Explain your response.
2. What are your favourite TV shows? Why? What do you get out of watching them?
3. When do you watch TV? Do you set time aside, or do you watch shows whenever you feel like it?
4. Suppose that television disappeared. How would you occupy your time?
- a.** Make a list of things that you'd do if you weren't watching television.
b. Would you enjoy doing some of these activities more than watching TV?

For helpful comments, refer to page 25.

DID YOU KNOW?

Surveys have shown that most people in our society watch TV for more than twenty hours per week. That means that most people spend an average of about three hours a day watching TV. How do you and members of your family compare to the average TV viewer?

In many homes, the television is on from early morning until the last person goes to bed at night. Have you ever been at home alone when the TV wasn't on? Has your home been without a television because it was out for repairs? Were you ever denied TV-watching as a punishment? Without the TV to focus your attention on or to fill the background with sound, what other things do you experience?

Read the poem called "The Day the TV Broke" by Gerald Jonas on page 238 of *Crossroads 9*. How does the poet react to having no TV? Think about how you would feel if your TV disappeared.

5. Why do you think the speaker hears sounds like boards in the halls creaking and the drainpipe croaking?

Compare your response with the one on page 26.



figures of speech:
words used in
unusual ways
to create special
effects

Just as movies and television shows may have special effects, writers use words called **figures of speech** to create special effects. Gerald Jonas uses several figures of speech in his poem: similes, metaphors, and personification, for example.

6.
 - a. Give two examples of personification from the poem.
 - b. Write one example of a simile.
 - c. Give two examples of a metaphor from the poem.
 - d. What effect is the poet creating through these figures of speech?

7.
 - a. This poem ends with an ironic statement: “Say what you will about a TV—at least it isn’t alive” (lines 19–20). Why does the speaker feel that the TV isn’t alive but other things in the house (books, for example) are?

 - b. Why is this statement ironic?

Compare your responses with those on page 26.

Did you know that when television first became popular in North America in the 1950s, most people received only one or two channels? At that time, people needed aerials and antennas to receive TV signals. The reception on many people’s television sets was very poor, the programs were not broadcast in colour, and the programming was very limited. Even so, people were soon fascinated with the new medium, and TV stations were eager to make money from the growing audience. Today, millions of people watch a variety of programs, and advertisers are willing to pay millions of dollars to sponsor popular shows.

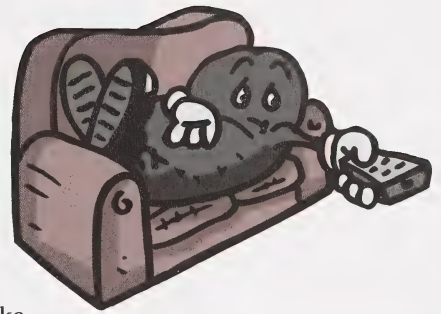


8. In your notebook, make a chart like the one that follows. Complete the chart by contrasting television in the 1950s with television today.

Television in the 1950s	Television Today
The program choices were limited. Many people had only one or two channels.	

Compare your chart with the one on page 27.

You've undoubtedly heard the comment that people today have become "couch potatoes" because they spend too much time watching TV. It's been suggested that many people today are addicted to TV just as some people are addicted to nicotine, alcohol, gambling, or even work.



9. Think about the positive and negative impacts that television has on people's lives. (Consider all age groups.) Then make two columns in your notebook with the headings Positive Impact and Negative Impact. List as many positive and negative impacts as you can.
10. Do you think television is more interesting today than it was in the past? Why?
11. Do you believe that watching television is addictive? Explain your answer.

Compare your responses with those on page 27.

In this lesson you've considered the effect of television on your life. You've thought about both positive and negative impacts of television. Next, you'll focus on how television shows are made.

Glossary

figures of speech: words used in unusual ways to create special effects

Suggested Responses

1. **a.** You can start with any day of the week, but keep track of your TV viewing for seven straight days. You'll need this data to complete your composition in question 1.b.
- b.** The following questions may provide some insights into your TV-viewing habits.
 - How many hours of TV do you watch in a week? Do you think this is a lot?
 - On which days do you watch the most TV? On which days do you watch the least?
 - Why do you watch more TV on some days than on others?
 - What types of shows do you prefer?
 - Are the shows you watch mostly educational or mostly entertaining?
 - Would you watch more TV if you could? Why?
 - What other shows would you like to watch if you could?
 - How would your life change if you watched less TV? What would you do instead?
 - What does the amount of TV you watch say about you?
 - What do the types of TV shows that you watch say about you?

On a scale from 1 to 10 (where 10 is the most important and 1 is the least important), rate how important watching TV is to you.

Everyone's TV-viewing habits are different depending on their age, interests and preferences, amount of leisure time, and involvement in other activities. Compare your TV-viewing habits with those of others in your family and with your friends:

- Are there similarities? Are there differences?
 - What's the main reason why you watch TV?
 - What did you discover about your TV viewing?
2. Responses will vary. Everyone has favourite TV programs. What you watch depends on your purpose for watching. You might see some programs because they're educational, informative, or appeal to your interests. You might watch other programs just to be entertained.
 3. Do you schedule your TV viewing around your activities or according to when certain shows come on? Do you watch TV because you're bored, unhappy, or stressed? Your response to this question may reveal something important about your relationship with your TV.
 4.
 - a. Responses will vary. What you would do with your extra time depends on your interests as well as on how much time would be freed up by not watching TV.
 - b. Responses will vary. Sometimes people get so used to certain routines that they forget that they could be doing other things instead. Do you think you watch too much TV? Do you think you could be doing other things that would be more fun than watching some TV shows? Has your TV viewing become a habit that has been keeping you from experiencing life to the fullest? Is it time to change your relationship with your TV?
 5. When the TV is on, you usually don't hear other sounds in the house. With a broken TV, the speaker in the poem suddenly hears the normal house sounds. Because the speaker is so unfamiliar with those sounds, they sound strange and even scary.
 6.
 - a. Personification happens when something non-human is given human characteristics. Two examples are "the house began to speak," (line 5) suggesting that the house was like a person who could talk, and "the books, reading themselves out loud," (lines 15–16) suggesting that books are able to read.
 - b. A simile is a comparison using *like*, *as*, or *than*. The poet says, "there came a noise from the shelves like mice creeping" (lines 13–14).
 - c. Metaphors are comparisons that don't use the words *like*, *as*, or *than*. In this poem, the metaphor "The wind strains at the door" (lines 9–10) implies that the wind is like someone chasing a person. Also, "when it rains, the drainpipe croaks" (lines 11–12) is a metaphor comparing the drainpipe to a frog making a croaking noise.
 - d. The effect of the figures of speech is to emphasize the idea that the house is alive with strange and scary sounds.

7. **a.** The TV makes sounds, too, but the speaker is accustomed to those noises. The other sounds in the house seem strange, and the speaker imagines that they're caused by living things.
- b.** This statement is ironic because, of course, the TV set isn't really alive; but neither are the boards in the halls, the drainpipe, or the books. In fact, there are probably more lifelike sounds on the TV (people talking, laughing, shouting, and so on), but the author knows that these sounds are transmitted electronically. The other house noises sound unusual and frightening—but at least they're real sounds.
8. Responses will vary somewhat. Your chart should look something like this:

Television in the 1950s	Television Today
The program choices were limited. Many people had only one or two channels.	With satellite and cable connections, many people have dozens, and perhaps hundreds, of channels.
Many people were unable to get good reception on their TV sets.	With satellite and cable connections, people have excellent reception. Developments in TV technology are resulting in improved reception.
Programs were broadcast in black and white.	Programs are broadcast in colour, except for old movies or TV shows or for effect.

9. Responses will vary. Compare your chart with the example that follows.

Positive Effects of Television	Negative Effects of Television
TV provides news and other information from all over the world.	People do less physical activity today because they watch TV for several hours each day.
TV provides entertainment for people of all ages.	Many people eat unhealthy snacks while they watch TV, and they buy unhealthy foods that they see advertised on the screen.
Many stations on TV provide educational programming.	People spend less time reading.
TV helps prevent boredom. Many people depend on their TVs to alleviate loneliness.	People spend less time interacting with their families and friends.
TV can influence people's opinions in a positive way.	People are exposed to a lot of violence and swearing on TV.

TV advertising encourages competition among businesses, which should result in lower prices.	Children might not get enough sleep because they sometimes watch TV until late at night.
TV advertising provides information about products, prices, and sales.	Some children don't do their homework because they're watching TV.
Investigative reporting on TV exposes problems, such as dishonesty, fraud, corruption, and environmental disasters.	Advertising on TV may cause people to buy things that they can't afford or don't need.

Do you agree with the ideas presented in the chart? What other ideas did you have? Discuss these with a partner or in a group.

10. Responses will vary. Some people would say television is more interesting today because there are so many programs and channels to choose from. Also, improved production techniques have made many programs more visually interesting than they were in the past. On the other hand, some people believe that while there are many more channels available today, there's still not much on TV of interest.
11. Opinions and responses will vary. In many homes, the TV is on all day. Many people find it difficult to turn the set off, even when they have visitors. Some people prefer to stay at home and watch TV rather than do other activities. Many people use VCRs to record programs so that they won't miss them. It seems likely that at least some people are addicted to TV.

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Lesson 4: Making Movies and TV Shows

In Module 1, you studied the writing process. You learned the steps that can be used to write an essay, an anecdote, or a short story. You used this process in Module 4 to write a report. In Module 5, you used a similar process to create a comic book.

Producers of television shows and movies also follow a process. As with writing, the first step is to generate ideas.



Sometimes, the ideas come from a story or book. For example, the idea for the *Anne of Green Gables* television programs came from a series of books by Lucy Maud Montgomery. In his essay “Based on the Novel” on page 235 of *Crossroads 9*, author Gordon Korman talks about the process of transforming a novel into a movie. As you’ll see, an author isn’t always happy about changes that are made when the script is being created. Now read Korman’s essay.

Journal Entry 6D

Write a response in your journal after considering the following questions:

- Generally, would you rather read a book or see a movie? Why?
 - Have you ever had the experience of reading a book first and then seeing a movie based on the book? How did you feel about the movie version?
 - Are readers more involved with books than viewers are with movies?
1. Why does author Gordon Korman say that the movies are “incomplete”?
 2. Do you agree with Korman that readers “collaborate” with authors? Explain.

Compare your responses with those on page 32.



Jason: I remember seeing a movie after I'd read the book. It was good, but it was really different from the book. Some of the important events were left out, and so were some of the characters.

Claudette: Well, movies are usually only two hours long. I suppose that there isn't enough time to put in all the details from the book. To include all the details, you'd probably have to make a mini-series that would last for hours.

Jason: That's true. Another thing is that some of the actors didn't fit the characters.

Claudette: When you read, you imagine the characters and places. It's not surprising that the movie didn't quite fit with your imagination.

Jason: What really bothered me was that some of the events were changed in the movie. Even the ending was a little different. Why did they do that?

Wei: Movies have to appeal to a big audience to make money. The producer probably thought that the movie would make more money with those changes.

Claudette: I'd like to watch movies based on my favourite books, but I wouldn't want anything changed. I guess that's too much to expect.

Writing a script for a movie can be challenging, but how would you like to be a writer for a weekly television series? Most weekly series produce approximately twenty new shows every season. The writers have to create all the scripts, which provide the words spoken by the actors, describe the action and setting, and give camera directions. Teamwork is essential in order to work efficiently and effectively.

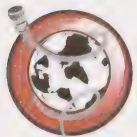
You may have seen the show *Street Cents* on CBC-TV. This program is targeted at a teenaged audience. The article "How We Make the TV Show: Behind the Scenes at *Street Cents*" on page 243 of *Crossroads 9* explains how one weekly TV-series episode is made. As you read this article, think about the process of creating a TV show.

For more information or to view segments of *Street Cents*, go to this website:

<http://www.cbc.ca/streetcents>

3. Make a list of the steps in the process of creating one episode of *Street Cents*.

Compare your response with the one on page 32.



When you watch a TV show, you see only the people in front of the camera—actors or interviewers and their subjects. What you don't see are the many people who work on the show but whose faces are never seen on camera.



4. Make a chart similar to the one shown. Then briefly explain how the off-camera workers listed contribute to the production of *Street Cents*.

Job Title	Work
Researcher	
Editorial Staff	
Writer	
Advisor	
Producer	
Set Designer	
Carpenter	
Prop (Properties) Manager	
Wardrobe, Hair, Make-up People	
Camera Crew	
Presentation Producer/Film Editor	

5. The title of this television series, *Street Cents*, uses a pun. Do you remember that a pun is a way of creating humour by using a word with different meanings?
- What pun is used in the title?
 - Do you think that *Street Cents* is an effective title for a TV show for teens? Explain why or why not.

Compare your responses with those on page 33.

In this lesson you've seen that movies and TV shows begin with ideas and scripts. You also looked into the process of producing a TV series. In the next lesson, you'll think about TV news shows and reports and how they're produced.

Suggested Responses

- Movies usually don't include everything that books do. Korman says that a novel has "a greater depth, a different perspective, and more incisive insight and humour" (page 236).
- Opinions will vary. Most readers participate by using their imagination. They visualize (or create a mental picture of) the characters, settings, and events. How readers visualize and experience elements of a story is influenced by their own personal experiences. Korman says that readers "supply their own interpretation" (page 236). When you read a work of fiction, do you ever try to imagine what it would feel like to be in the story? What emotions do you feel? What personal memories come to mind when you read the story? Do you suppose other readers feel the same as you or see the same mental pictures?
- Your wording may be different from that in the response that follows, but here are the steps in making the show *Street Cents*:
 - generating ideas (for example, interviewing a group of teenagers)
 - selecting ideas for the show
 - checking ideas with teenage advisors to see if they like the stories
 - revising ideas for the show, if necessary
 - writing the studio script
 - finding kids to be in the segments
 - making choices about producing the show
 - rehearsing the show
 - filming and editing the show
 - adding visual and sound effects

4. Depending on your knowledge of TV production, you may have had to do some research to complete this chart. Your chart should look something like this:

Job Title	Work
Researcher	generates ideas; interviews teenagers; picks topics for shows
Editorial Staff	selects topics for shows
Writer	writes the audio script
Advisor	suggests topics
Producer	produces segments from different places in Canada; finds kids to be in the segments
Set Designer	designs sets for the shows
Carpenter	builds sets for the shows
Prop (Properties) Manager	locates props needed for the shows
Wardrobe, Hair, Make-up People	assist actors and guests with their appearance
Camera Crew	films the shows
Presentation Producer/Film Editor	edits the shows; adds visual and sound effects

5. a. The word *cents* sounds like the word *sense*. The title presents the idea of being sensible about money.
- b. Opinions may vary. The show gives consumer and financial advice to teens. The title makes this information sound appealing.

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Lesson 5: TV News—Information and Entertainment

Do you and your family watch the news on television? Most television stations are businesses; and, like any business, they're trying to make a profit. These stations regard their news broadcasts as very important parts of their programming schedules. Since many cities have several TV stations and people often have access to many TV networks, there is competition for viewing audiences.

Like other programs, news shows are financed primarily by advertising revenue. Businesses pay large amounts of money to run commercials during news shows because they know that a lot of people will be watching.



Journal Entry 6E

In your journal, write an entry in which you express your thoughts about TV commercials. Do you generally watch commercials, or do you do other things during the commercial break? Are there commercials that you like? Dislike? Which ones? Why?

Individual TV stations in a network often share news stories to control costs. It's important to remember that privately-owned TV stations are businesses that want to make a profit. Therefore, they must attract as large a viewing audience as possible so that they can earn as much advertising revenue as they can. They don't want to offend viewers or corporate sponsors, and they must produce an interesting and entertaining news show to attract a large audience.

Now it's time to do some research on a TV news show. Producing a news show is, in some ways, similar to producing other TV shows. To learn more about a news program, watch one that's broadcast around 6:00 p.m. For many TV stations, this is the most important news show of the day. But read the material in the next few paragraphs carefully before watching your show.



As you watch your news show, you're going to be asked to answer quite a few questions on it; then you'll be instructed to hand in your responses as part of your Section 1 Assignment. If you try to simply watch the show and respond to the questions as you go, you're likely going to run into major difficulties; there are simply too many things to be thinking about all at once. Following are some suggestions that should make things easier.



Note: If you don't have a television set in your home, contact your teacher to make arrangements for the completion of this activity and your assignment.

If at all possible, videotape the show so that you can watch it at least twice. It will also be very helpful if you can start and stop the show when you wish and rewind it as needed. If you can't record one show, watch the same station's newscast two evenings in a row. Some of the questions (but by no means all) are of a general nature—such as the one asking you to describe the set. These can be dealt with over two separate viewings. If you can't record the show, consider asking a parent or study partner to help out with some of the questions—such as counting commercials or timing the show.



Whatever approach to the questions you take, be sure to read through the following questions 1 to 10 at least twice before watching the show so you'll know just what to look for while watching.

Note: Your responses to questions 1 to 10 are a part of your Section 1 Assignment in Assignment Booklet 6A. If you prefer, you can write your responses directly into Assignment Booklet 6A.

The Anchors

anchor: a person who co-ordinates a news show

Every news broadcast has one or two people—often a man and a woman working together—who co-ordinate the show. These people are called **anchors**. They read the news items, introduce the reporters who are giving live reports, interview people in the news, and provide transitions from one item to the next. Many anchors also assist in planning and writing the news broadcast.

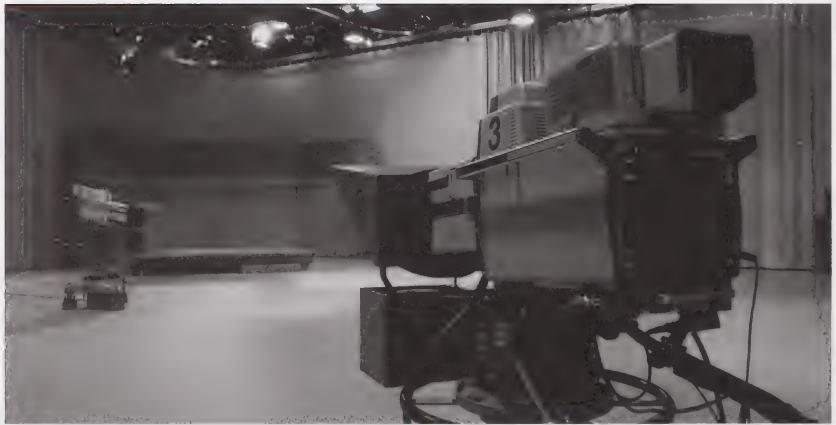
1. **a.** Identify the name, date, time, and network of the news show you viewed.

- b. Use a chart like the following to describe the anchor(s) on the news show you watched. Be sure to make the spaces in your chart large enough to allow you to write thoughtful descriptions.

Characteristic	Anchor One	Anchor Two
Name		
Gender (Male or Female)		
Approximate Age		
Appearance		
Personality		

2. a. What qualifications do you think news anchors need for their job?
 b. Why do you think the anchors at this TV station were selected?

The Set



The main news broadcast is filmed in a studio. Most TV stations update their newsrooms frequently so that they look attractive and modern. The space where the news is filmed is called a **set**. The set usually consists of a background (perhaps an artificial wall) and a desk where the anchors sit.

set: the setting where filming takes place

3. a. Describe the set of the news show that you watched.
 b. What image does this set present?

logo: an identifying symbol used as a trademark for a company, product, or service

To alert the audience that the news is starting, the news show may use a **logo**, music, and some announcements.

4.
 - a. How does the news show that you watched begin?
 - b. Why has the TV station chosen this beginning?

Choosing What the Audience Sees

Television news shows usually begin with the story or stories that the producer thinks will be most appealing to the viewers, even though they may not be the most important stories in the broadcast. These are called **lead stories**. Usually, the producer will choose a story that has exciting video footage and is likely to be interesting to much of the local audience.

lead story: the story that begins a news show

broad appeal: of interest to the majority of the people

As well, producers will often select another story with **broad appeal** to be shown later in the broadcast. Often this news item deals with things like medical breakthroughs or other very interesting items. The viewing audience will be told a little about this interesting news item, and perhaps they'll even see a short excerpt from it. Then viewers will hear that the whole news item will be shown at a later time in the show, but not exactly when. The idea is to entice people to watch the whole news show in order to make sure they don't miss that particular item. If TV news producers can get people to watch the whole news show, they can make sure that people see more of the commercials that pay for it.

Many news shows spend a lot of time on a sensational story (such as a fire, collision, or murder) because they have dramatic video footage. On the other hand, political and economic stories, which may have great importance to the province or country, are often given less attention because these stories may consist of someone making a speech. After all, it's difficult for a news clip of a spokesperson talking about an issue or policy to compete with footage of firefighters battling a raging inferno.

You may also have noticed that many TV stations offer to buy videotape from people who've witnessed and recorded events. Since TV stations can't always get a reporter or camera person to the scene of a story, many stations encourage their viewers to become on-the-scene **videographers**.

videographer: someone who uses a video camera to record a scene

5.
 - a. Describe the content and images of the lead story in your news show.
 - b. Why do you think the producer started the show with this story?



News stories can be classified as local, national, and international according to their appeal. Local stories are those that take place within a community. They're most interesting to the people who live in the area. National stories may be broadcast by most TV stations in the country. These stories are important to everyone living in the country. International stories come from other countries. These stories are interesting to people around the world.



6.
 - a. How many stories in the news show you watched were local stories?
 - b. How many had national appeal?
 - c. How many were international stories?
 - d. What type of story does this station focus on?
7. Most news shows include live reports from news reporters who are on location.
 - a. What live reports were included in the news show that you watched?
 - b. Why were these live reports included?

The length of a news show determines to some extent how many stories can be included and how well each story is covered. Most news shows include both weather and sports segments. Other special features, such as consumer-advice and health segments, may also be included. Of course, news shows are also interrupted by commercial breaks.

To answer these next questions, use a watch to time the length of the show and its commercials. Ideally, you'll be able to watch the show again on your video and do the timings then.

8.
 - a. How long did the news show last? (Time the show from its beginning to the end. Include commercials, but don't include the weather or sports.)
 - b. How many commercials were aired during the news broadcast?
 - c. How much time did the commercials take?



Some people claim that they dislike watching news because it's depressing. They point to many stories that describe hardships, disasters, disease, crimes, war, and death. Turn to page 240 of *Crossroads 9*, and read the article called "Good News." Think about the kind of news that you'd like to see.

9. Do you think that a “Good News” show, such as the one proposed by Joseph Schrank in his article, would be successful?
10. Did the news show that you watched include any positive or uplifting stories? If so, describe them.

For helpful comments, refer to page 40.

Journal Entry 6F

In your journal, write about your TV-news viewing habits and preferences. Use the following questions as a guide. (You don't need to deal with every question.)

- How often per week do you watch the TV news?
- Which network's news broadcasts do you watch? At what time of day do you watch the TV news? How long is the news broadcast (half an hour, one hour, and so on)?
- Why do you prefer this broadcast to the other choices?
- Do you watch the entire news show or just certain parts? Which parts?
- What parts of the news show appeal to you the most? What parts appeal to you the least?
- What changes would you like to see to make the news show more appealing and useful to you?

Portfolio Item 6B

Compare the treatment of a major news or sports story by television and a newspaper. Make a chart to show the similarities and differences. Share your findings with a partner.



In this lesson you've looked closely at a news broadcast, and you've seen that news shows, like other TV programs, must pay their way through advertising revenue. As you watch news shows, keep in mind that you may not be seeing all the news or getting all the details of important stories. What you're seeing is likely the stories with the most excitement and the best visual appeal.

Glossary

anchor: a person who co-ordinates a news show

broad appeal: of interest to the majority of the people

lead story: the story that begins a news show

logo: an identifying symbol used as a trademark for a company, product, or service

set: the setting where filming takes place

videographer: someone who uses a video camera to record a scene

Suggested Responses

Questions 1 to 10 are part of your assignment for Section 1 in Assignment Booklet 6A. The comments that follow are meant to stimulate your thinking process or clarify what information you should include in your responses. Express your ideas in complete sentences. Proofread your responses before submitting your Assignment Booklet.

- a. and b.** Some news shows have just one anchor. If this is the case in the news show that you watched, don't worry about filling in the second column. Some news shows have more than one anchor. If the news show that you watched has more than two anchors, describe any two of them. When describing their appearance, think about the style of clothing they wear, their hairstyles, grooming, and use of make-up. Do they make a good impression with their appearance?

If you don't know what to say about their personalities, consider whether they appear sincere, businesslike, formal, casual, sensitive, emotional, humorous, friendly, calming, aggressive, irritating, pleasant, or trustworthy. There are many other words that you could use to describe someone's personality.

- a. and b.** Your responses to questions 2.a. and 2.b. are based on your own opinions. Support your opinions with details or examples.
- a. and b.** Responses will vary. In your description of the set, consider how modern it looks. What kind of an impression do you think the set designers wanted to make? What image does the news producer want to get across to viewers?
- a. and b.** TV stations pay a lot of attention to how their news shows begin. The show has to announce the start of the news, instantly tell viewers which news show is coming on, and make them want to watch it instead of switching channels. Consider the logo, music (or other sounds), and camera work that is part of the news show beginning. What message does this beginning send to viewers?

5. **a. and b.** There is a great deal of competition among the news media. Newspapers, news websites, radio, and TV news shows are competing with each other for your attention. Their editors are flooded with news stories. They choose some stories to print or broadcast and omit others. They also decide which items are more important and which are less important. These decisions affect how the media present the news—whether it’s at the beginning, middle, or end of the newspaper or news show. Think about the lead story in the TV news show you watched. What was it about? How was it presented? Why did the TV producers decide to begin their news show with this item?
6. **a.–d. and 7. a. and b.** Each news-media outlet is targeting an audience. There are many people who want to stay informed by watching, listening to, or reading the news. But these people don’t all have the same needs or purposes for getting the news. Some people just want the headlines and don’t care about the details. Some want an in-depth treatment of the news. Some like more local news, and some want more national or international news. One news outlet can’t satisfy everyone. That’s why there are so many choices. Each news outlet targets a slightly different audience. Therefore, the news is presented in a somewhat different way from one news producer to another. What choices have the producers made for the TV news show you watched, and what does this say about them and their audience?
8. **a.–c.** Commercials pay for the news shows. You might be surprised by the number of commercials aired during a news broadcast. Keep track of the number of commercials and the total amount of time devoted to commercials during the news program.
9. and 10. Responses will vary. Be prepared to support your answers with specific details and examples.

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Section 1 Conclusion

Along with other forms of communication, movies and television have changed people's lives tremendously. Information from anywhere in the world—even from space—can be transmitted thousands of kilometres within seconds. From your living room, you can watch live events such as the space shuttle being launched in Florida, a rescue effort in the Atlantic Ocean, a volcano erupting on a Pacific island, and a soccer game in South America. These media have entertained and informed people. They've given viewers a better understanding of people, issues, events, and places. On the other hand, sometimes the media can distort reality and can spread ideas and persuade people to adopt certain thoughts and behaviours.

Being aware of the power of television to shape viewers' attitudes, perceptions, and needs may help you to make better decisions about what to watch and when to watch it. Whenever you watch, keep in mind that television is a business that ultimately makes its profits from its audience.



Go to page 1 of Assignment Booklet 6A and respond to the Section 1 Assignment.

Section 2

Buyer Beware

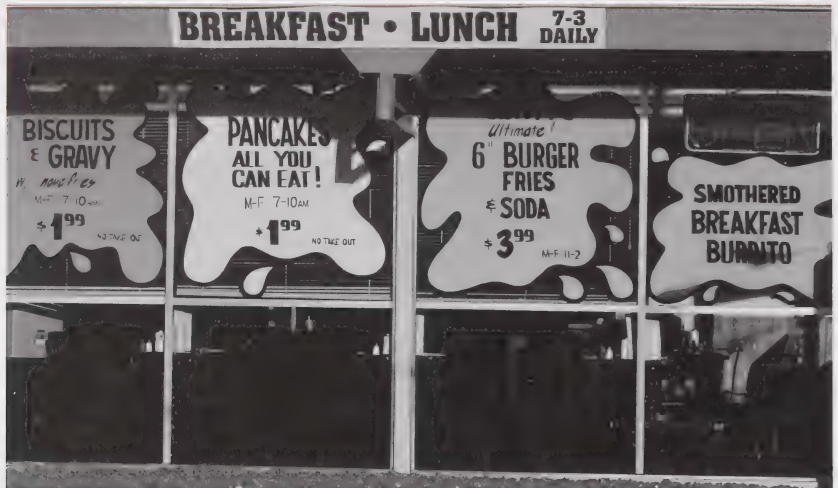


Every day you come in contact with dozens, perhaps hundreds, of different forms of advertising. You may not be conscious of many of these ads, and you may ignore most of them. Still, advertising has a significant impact on your choices, feelings, and beliefs. Companies spend millions of dollars every year advertising their products and services and researching their markets so they know just what people to target with their ads. Obviously, they believe that advertising is effective.

Companies believe that if they bombard you with enough of their messages, you'll eventually do what they want you to do—to buy their products and services. Do you ever wonder how much of what you think and do is affected by what you see in ads? How can you defend yourself against this constant bombardment by the powerful images and messages in advertising?

To protect yourself, you need to know as much as possible about advertising. This section will focus on how ads are created and why they work. To take control away from advertisers, you need to become a critical reader, listener, and viewer. When you've finished this section, you'll be able to identify different advertising appeals and techniques, and you should be a more critical audience for advertisers.

Lesson 1: The Impact of Advertising



Have you ever thought about how many advertisements you come into contact with daily? During one day of your life, you're probably subjected to hundreds of different ads coming from dozens of sources.

1. Make a list in your notebook of all the types of advertising that you've experienced during one specific day.

Compare your response with the one on page 48.

You may think that you ignore ads and that they have no effect on you. You may even think that you aren't exposed to much advertising. However, even though you may not be consciously aware of an advertisement, an image or a brand name has been imprinted on your mind. The next time that you're shopping, you may recall a particular image that will prompt you to look for a brand and buy that particular product. Although you haven't realized it, advertising has successfully done its job. (And if you ever wear clothes displaying a company name or logo—well, you're doing some advertising for that company yourself.)



To understand more about how advertising works, look at the *Peanuts* comic strip on page 246 of *Crossroads 9*. Many commercials use the imperative, or command, form of verbs to urge consumers to buy a product. In this comic strip, Sally hears a commercial that tells her, "Don't miss it! Be there!"

2. Explain why the commercial in the comic strip includes the words "This may be your last chance!" and "Don't miss it! Be there!"

3. What effect do these words have on Sally?
4. In your notebook, create and complete a chart like the following by writing examples of how advertising influences you:

How Advertising Influences People	
How You Look	
What You Wear	
What You Eat and Drink	
How You Spend Your Free Time	
What You Want to Own	
Your Attitude Toward Other People	
Your Attitude Toward Right and Wrong	

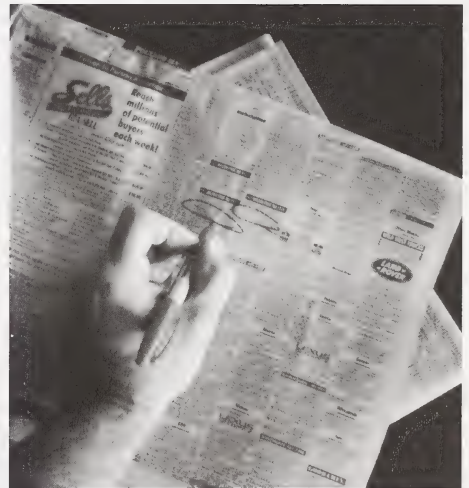
Compare your chart with the one on page 48.

Of course, advertising isn't all bad. Advertising performs a valuable service when it informs people about new products and displays prices so that people can make comparisons.

Advertising also enables people to buy and sell used goods. You may have used advertising to sell something in the **classified ad** section of your local newspaper. This section is divided into many parts so that people can easily find what they're looking for. Here are some of the classifications that you'll find in many newspapers:

- for sale
- real estate
- lost and found
- "to give away"
- announcements and notices
- employment or help wanted
- personals

classified ad: the newspaper section containing ads that are sorted into different categories



Because most newspapers charge per word for a classified ad, the ads are usually brief and frequently contain abbreviations. Still, it's important to include enough information so that prospective buyers can decide if they're really interested. If you don't include enough information, you may get many calls from curious readers who aren't really after what you're selling. Look at the following classified ads:

Bicycles	203
<hr/>	
BOY'S BIKE , 21-speed. Good condition. \$250. Call 555-4600.	
BOY'S 21-SPEED mountain bike, steel frame. Like new; used only two years. Blue with silver stripes. Call Mike at 555-4600.	

5.
 - a. What important information should have been included in the first ad?
 - b. What information is missing from the second ad?
 - c. What unnecessary information could have been left out of the second ad to reduce its cost?

Compare your responses with those on page 49.

When you write an ad, think about what information a prospective buyer would want to know about your item. Try to anticipate the types of questions the buyer would ask and make sure to answer them in the ad. Effective ads give all of the important details.



6. Use the information in the two classified ads you've looked at to create one effective ad for the mountain bike.

Compare your response with the one on page 49.

You've looked briefly at positive and negative sides of advertising. Turn to pages 250 and 251 of *Crossroads* 9, and read several arguments for and against advertising in the debate "The Two Sides of Advertising."



Journal Entry 6G

In your journal, write a personal response to the arguments from *Crossroads 9* for and against advertising. In your response, consider the following questions:

- How do you feel about advertising?
- Which points do you agree with?
- Which points do you disagree with?
- Do you think that advertising should be controlled or regulated in any way?

A primary motive behind advertising is to attract attention and increase sales. Public opinion is important to advertisers. When people complain because they think that ads are offensive or misleading, the media and the businesses involved usually respond quickly. In some cases, ads have been withdrawn because of many complaints.

If you feel that an ad is offensive, there are several things you can do about it:

- Don't buy the product or service that is advertised.
- Contact the company that presented the ad (for example, the newspaper, magazine, radio, or TV station).
- Complain directly to the business or organization sponsoring the ad. An address or phone number is sometimes included in the ad in small print, or you may find it on the product or on the Internet.
- Call or write Advertising Standards Canada. This agency sets advertising standards and deals with complaints. Their website is located at

<http://www.adstandards.com>

This lesson has focused on the impact that advertising has on people's lives. As you've worked through it, you've thought about the positive and negative aspects of advertising. In the next lesson, you'll focus on the advertising techniques used to attract your attention and influence you.



Glossary

classified ad: the newspaper section containing ads that are sorted into different categories

Suggested Responses

1. Responses will vary somewhat. Your list might include the following:
 - billboards on the street
 - posters
 - bumper stickers on cars
 - signs on buses
 - junk mail
 - ads in newspapers and magazines
 - commercials on the radio
 - commercials on TV
 - ads on the Internet
 - ads on vending machines
 - logos on people's clothes, hats, and shoes
2. This commercial is urging viewers to go to this business and buy the product now. The commercial is trying to scare the customer into believing that this product will not be available at this price in the future.
3. Sally is confused and upset by the ad. She feels that she's being commanded to do something that she doesn't understand. She's afraid that she's missing something important. Sally's reaction to the commercial illustrates that people can be vulnerable to the messages in advertising.
4. Responses will vary. Examples are shown in the following chart:

How Advertising Influences People	
How You Look	Ads show models who are good looking, thin, and muscular. The models have beautiful skin, hair, fingernails, legs, eyes, and lips. Ads make you want to have a perfect body. You want to buy products that you think will make you beautiful or handsome too.
What You Wear	The models in ads wear fashionable clothes. If you admire the look, you might want to buy the clothes.
What You Eat and Drink	The food always looks great in ads, and the models who eat and drink the food look great too. The ads may make you hungry or thirsty.

How You Spend Your Free Time	Models in ads are often shown engaging in a fun activity while consuming or using a particular product. These images make you want to join the fun and be part of a cool group.
What You Want to Own	Products in ads look good. Ads also tell you about the newest products. Ads make you want to get rid of your old, out-of-date things and buy new ones.
Your Attitude Toward Other People	Ads show you an ideal life. Ads make you feel that anyone (including yourself) who isn't perfect is inadequate.
Your Attitude Toward Right and Wrong	Models in ads look cool when they appear to be involved in unconventional or risk-taking behaviours or are provocatively dressed. These ads make these behaviours or images seem acceptable and desirable.

5. a. The first ad doesn't tell what type of bike is being sold.
 - b. The second ad doesn't give the asking price for the bike. Some prospective buyers will not bother to call to get the price. The seller might also get a large number of calls from interested people for whom the asking price is too high. Stating the price in the ad should keep the number of phone calls to a minimum.
 - c. The words "blue with silver stripes" could have been omitted. The writer could also have said either "like new" or "used only two years" instead of both age descriptions. The seller's name may or may not be important. It would be important only if the owner shares a phone with several other people.
6. There are several ways to word an effective classified ad for the mountain bike. Compare your ad with this example:

Boy's 21-speed mountain bike, steel frame. Like new. \$250. Call Mike at 555-4600.

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Lesson 2: The Elements of Advertising



Mr. Mehta: What challenges do advertisers face?

Hailey: Advertisers need to get your attention.

Claudette: They want to keep your attention for at least a few seconds, and they want to create a desire for the product or service.

Shane: They want to create a lasting memory of the brand name so that you'll remember it the next time you're shopping.

How do advertisers gain and keep your attention? They develop commercials and ads that aim to both persuade and entertain you. To create entertaining ads, the advertising industry uses a wide range of professionals, such as musicians, artists, dancers, computer experts, celebrities, psychologists, and market analysts (people who study the marketplace to understand consumers' needs and desires). Most advertisements have three elements that you should be aware of:

- visual
- verbal/auditory
- psychological

The Visual Element

Just about all advertisements—with the exception, of course, of radio commercials—have a visual element. This element makes use of features like colour, spacing, logos, and people.

Colour and Images

More than ever before, ads and commercials use bright colours to attract attention (though sometimes black and white is used for special effect). Even newspapers, which used to be published only in black and white, now use colour in some ads.

Television commercials often change colours and images rapidly to draw your attention. Computers have enabled advertisers to change images so that your eye is constantly drawn to movement on the screen.

Size and Spacing

Part of the cost of an ad in a newspaper or magazine depends upon the size and placement of the ad. Of course, large ads usually draw more attention than small ones. The position of an ad is also important. For example, as people flip through a magazine or newspaper, the lower right part of the page usually draws more attention than the upper left. The back and inside covers are also prominent—and expensive—placements.

The size of the picture of the product itself is also important. Most ads feature a picture of the product so that you'll recognize and remember it. If the picture is large and colourful, the advertiser thinks that you'll pay more attention to it.



Ad designers also pay attention to the amount of “white space,” or empty space, in an ad. Most people won't bother to read a lot of print. Like posters, ads may have few words (sometimes none), large print, and lots of “white space” so that the visual image makes an impact.



To learn more about the decisions that visual designers make to enhance the look of their communication, view the segment titled Principles of Design on your English Language Arts 9 Multimedia CD.

Logos

Many businesses have logos or emblems that they use on their products and in their ads. (A logo is an identifying symbol that businesses and sports organizations use as a trademark.)

Each business wants consumers to recognize its logo and associate it with the product. Sometimes, a logo will be used to show that the business has sponsored an activity, such as sports events or community fund-raisers. What logos are you familiar with?

Models

Many ads and commercials feature models or actors who are hired to portray various roles. Some of the roles that you've probably seen in printed advertisements and TV commercials include stereotypes like a tired homemaker, a tough worker, a glamorous woman, a successful business executive, or a caring grandparent. It should be noted, however, that today some advertisers are making an effort to portray less stereotypical roles—such as men doing household chores and women doing construction work.

Models or actors are carefully selected for their height, weight, age, and appearance (and voice in a radio or TV commercial). Their clothing, hairstyles, and make-up are chosen to suit the roles they're representing. In some ads, particular characteristics are required—beautiful fingernails, long hair, large eyes, or a muscular body.



1. Think about the models that are used in ads that you've seen. In what way do these models give a false or distorted view of reality?

Compare your response with the one on page 60.

The Verbal/Auditory Element

Most advertisements contain a verbal element; that is, they include a message composed of one or more words. Ads like those found in magazines and newspapers, on billboards, and on the Internet include printed messages while those aired on the radio make use of words that are spoken or sung. Television commercials can include both a spoken and a printed verbal message.

Brand Names

You might think that the words in an advertisement are most important, but very often they're less important than the visual element. Still, advertisers pay careful attention to the words in their ads. One of the most important words in any ad is the brand name. Sometimes the brand name may be the only word (or words) in the whole ad. Usually, the brand name is repeated several times to imprint it on your memory. For example, you might see the brand name on a picture of the product as well as in print on the page.

Slogans

Words or phrases that a company uses to advertise itself are **slogans**. “We work harder” and “The first and best” are examples of slogans.

2. Find some examples of slogans in magazine and newspaper ads. Do you think these ads are effective? Why or why not?

Compare your response with the one on page 60.

Songs and Musical Themes

Radio and TV commercials often feature music. A song may be created for a product, or sometimes a popular song is used with the owner's permission. The songs in some commercials have become so well known that people instantly associate them with the products.

Weasel Words

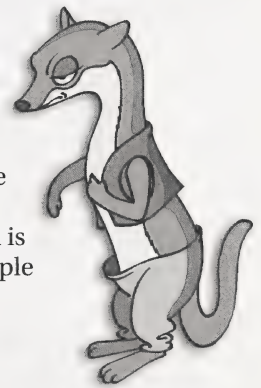
Many ads contain a verbal message that appears to promise something. For example, the ad might claim to create shinier hair, softer skin, or cleaner floors. However, advertisers may be reluctant to make a firm promise because they know that their product might not deliver what it promises. To avoid legal problems caused when a false claim is made, many advertisers use **weasel words**. Look at the example that follows:

WHIZ makes cleaning *virtually* trouble-free.

When you hear or read this message, you think that this product will make cleaning trouble-free. In fact, the advertiser isn't guaranteeing trouble-free cleaning.

3. Suppose that the advertiser had said, “WHIZ makes cleaning *nearly* trouble-free.” Would the ad's impact change?

Compare your response with the one on page 60.



slogan: a word or phrase that an organization or business uses to advertise its purpose or products

weasel words: words that weaken an advertising claim and allow the advertiser to evade responsibility

Here are some examples of messages with other weasel words:

- HIGHTECH will improve your engine's performance by *as much as* 40%.
- SUNTEC *helps* protect your skin.
- In *as few as* ten seconds, FRESHUP will eliminate all stains.
- ZINGER lasts *up to* ten times longer.

Unfinished Comparisons

Many ads are designed to make you think that the product is better than a competitor's product by using an incomplete comparison. Look at the following examples:

- SPRINGFRESH makes your laundry smell *fresher*.
- SPARKLE makes your teeth *whiter*.
- HOMECOR sells *faster*.

These claims imply that the company's product or service is better, but better than what? Does HOMECOR mean that they will sell your home faster than you can or faster than another real estate company? SPARKLE's promise may simply be to make your teeth whiter than they'd be if you didn't brush your teeth at all!

4. Find an example of an unfinished comparison in a magazine ad. What is the claim implying?



Compare your response with the one on page 60.

Descriptive Diction

When advertisers describe their product or its effect, they choose strong, vivid words. Look at the words used in an ad for a skin lotion:

- soothing
- remarkable
- massage
- magic
- creamy
- cleanse
- deep-clean
- moisturize
- smooth
- pamper

When ads combine a strong verbal or auditory message with a powerful visual message, they hold your attention and can make you want to buy the product.

5. Think of a pizza commercial that you might see on television in the evenings. Does it make you hungry? List some strong, descriptive words that could be used in a pizza commercial.

Compare your response with the one on page 60.

The Psychological Element

In addition to visual and verbal messages, most ads have a hidden weapon—the psychological element. Advertisers use their knowledge of human behaviour to create a desire for the product or service.

Through research, advertisers have learned that people have many similar needs and desires:

- They want to look and feel good.
- They want to have friends and be popular.
- They want to feel safe and secure.
- They want to be successful and respected.

Many ads are based on an appeal to these needs and desires. The following are some of the psychological appeals used in ads.

Testimonials

Some ads feature famous people testifying about a product or service; other ads show an expert, such as a scientist, doctor, or mechanic, using the product. People may be persuaded to buy a product if it's endorsed by a celebrity or an expert.



That dentist on TV says that this toothpaste makes your teeth whiter. I think I'll try it.

People are more likely to trust the product and the claims made about it if they believe that the celebrity uses the product or if they trust the expert. In fact, the celebrity may or may not use the product, and the expert may simply be an actor or model dressed to look like an expert.

Snob and Glamour Appeal

Many people want to appear sophisticated and successful. Consequently, ads often associate a product with snobbery or glamour. For example, a new car might be photographed near an expensive hotel, or a glamorous model might be used to advertise cosmetics or hair products.

Successful business executives wear this watch. Maybe I should buy one.



Plain Folks and Happy Family Appeals

Most people in Canada live in cities. Because their lives are often hectic and complicated, they may yearn nostalgically for a simpler, old-fashioned lifestyle. In some ads, the product is associated with images of farms or ranches, parks or wilderness, and families spending time together.

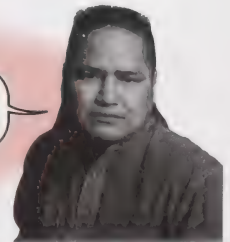
This family looks so relaxed and happy eating breakfast in their farm kitchen; maybe I should buy this cereal for my family.



Health, Safety, and Security Appeals

As people grow older, they often worry more about health, safety, and security. Many ads appeal to people's concerns and fears about sickness, injury, crime, and loss of property. Ironically, although people often ignore messages from health experts about exercise, drinking, smoking, and diet, many people are still drawn to ads based on health appeals and which feature young, attractive, healthy-looking people.

The person using this low-fat salad dressing looks fit and healthy. Maybe I should try it.





What if someone broke into my house? Maybe I should buy this security system.

Health, safety, and security appeals may be made for products that are safe or unsafe, healthy or unhealthy. For example, your parents and grandparents grew up watching TV commercials for cigarettes. Ask someone who remembers these ads to tell you about them. Another interesting activity might be to compare the types of products that are allowed to be advertised in American magazines and on American television with those permitted in Canada.

Sex Appeal

Most people like to feel attractive to others. Advertisers use this desire to sell products to consumers. Many products feature good-looking models, sometimes dressed provocatively, to attract attention. The product doesn't necessarily have to be an item of clothing, such as a bathing suit, or a personal item, such as soap. Sex appeal can also be used to sell products like tires, furniture, vehicles, and stereo equipment.



Wow! That girl looks cool! Maybe if I buy jeans like those, I'll look cool too.

Popularity and Bandwagon Appeals

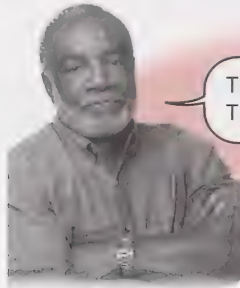
Most people want to belong to a group and be accepted by others. Advertisers appeal to this human characteristic by suggesting that using a product will make you more popular. Bandwagon ads usually feature several people happily using the product. The implication is that by buying the product, you'll join the group.

These people are really having a good time. The next time I stop for a cola, I'll buy SESTA.



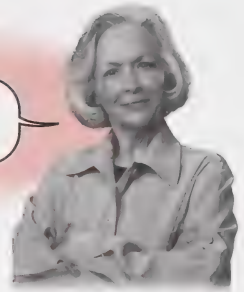
Statistics and Facts

Some people are interested in obtaining information about a product, especially if it's a major purchase. Consequently, some ads do contain a lot of facts and statistics about the product.



This peanut butter is cholesterol-free. That sounds like a good choice.

Consumers must, however, realize that even statistics and statements that look like facts may be misleading. Weasel words, for example, may make the statistic meaningless.



This ad says that this additive will decrease my car's fuel consumption by up to 20%. I think I'll give it a try.

Humour Appeals


Making an ad entertaining is more important than ever now that people can easily change the channel or station when they're bored. Using humour is one way for advertisers to keep the audience listening and watching.



Here's that funny coffee commercial again. Maybe I'll try that brand the next time I buy coffee.


Gimmicks and Sales

People often want to save money, so they like to think that they're getting a bargain. They also enjoy trying something new or different. Many people are drawn to a product because the ad uses a gimmick. For example, the advertiser might offer a discount, a coupon, a refund or rebate, a free sample, or a prize.



Maybe we should buy a new TV now.
They're offering a 15% discount.

Another gimmick is to advertise a product as "new." Sometimes, an old product is simply given a new look or a slightly different flavour or fragrance. At other times, the packaging of the product is changed so that it looks new.



They're making this gum in a new flavour.
I want to try it to see if I like it.



Now read the article called "Twisting the Familiar" on page 261 in *Crossroads* 9. This article, by Faith Popcorn, concludes with the statement, "And it's reshaping things for a better world" (page 263). The article was published in 1992.

6. a. Are products that are packaged differently or produced in a new way always an improvement? Explain your response.
- b. Can you think of any products that have been changed or repackaged to increase sales?

Compare your responses with those on page 61.

Sometimes businesses have been unsuccessful when they've tried to change or repackage a product. One of the best examples of this happened in 1985 when the Coca-Cola Company changed the flavour of its chief product. Consumers objected, so the company continued to produce the original flavour under the name "Coke Classic."

7. Can you think of any other products that have been changed unsuccessfully?

Compare your response with the one on page 61.

In this lesson you've seen how ads are designed to appeal to consumers. Advertisers want to attract your attention, keep it for a few seconds, establish a desire for the product, and implant their brand name into your memory. Then, the next time you're shopping, they hope that you'll try their product. In the next lesson, you'll see the application of these elements in magazine and newspaper ads and radio and TV commercials.

Glossary

slogan: a word or phrase that an organization or business uses to advertise its purpose or products

weasel words: words that weaken an advertising claim and allow the advertiser to evade responsibility

Suggested Responses

1. Models in ads give a false or distorted view of reality because they're almost always young, slim, muscular, and good looking. This image implies that all people should look this way. In fact, people have many different body types and appearances. Moreover, aging is natural, and bodies change as people age. The models also usually look happy, implying that life should be carefree, painless, easy, and fun. This image of life is very unrealistic.
2. Responses will vary. Think about the slogans and the products being advertised. Also, think about the target audiences. In your opinion, are these slogans effective? Do the slogans say something about the product? Or, do the slogans promote an appealing lifestyle (that you could presumably acquire if you bought the product)?
3. The word *nearly* is also a weasel word. The meaning of *virtually* is much more vague; therefore, it's easy to overlook this word. The claim in the ad then sounds like cleaning is trouble-free. When the ad says that cleaning is *nearly* trouble-free, the claim is weaker.
4. Responses will vary. Get together with a partner or in a small group and share your ads. Discuss the implied claims. Do you all agree that the ads have unfinished comparisons? Do you agree with the implied claims in each of the ads? Will this exercise make you look at all ads more closely?
5. Responses will vary. Here are some strong, descriptive words that could be used in a pizza commercial (most of them are adjectives—or participles acting as adjectives—but nouns are included as well): flavourful, hot, aroma, delicious, scrumptious, satisfying, mouth-watering, filling, spicy, delectable, savoury (or savour), appetizing, nutritious, succulent. What ideas did you come up with? Compare your ideas with those of a partner or group.

6. a. A new design on a package may be more attractive, but some customers may not recognize the new package. Also, some customers may not like the changes in the product—the new flavour or fragrance, for example. When businesses change products, they risk losing customers.
- b. Responses will vary. Here are some examples that you might have thought of:
- Cereal boxes are frequently redesigned to attract new sales.
 - Vehicles are changed slightly every year and undergo major changes every few years.
 - Toothpaste has been changed; it now whitens teeth.
 - Small changes, such as those in flavours and fragrances, are made in many products.
 - Many ads use words such as “new, improved” to indicate that the product has changed.
7. Responses will vary. Here’s an example:
- When vehicles are redesigned, some customers find the new look unappealing; consequently, they may purchase a different vehicle.
 - Laundry detergent and soap for dishwashers has usually been sold as a powder. Some companies introduced these products in liquid form and even pre-measured blocks (tablets), but many customers prefer the powder.

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Lesson 3: Viewing Ads Critically

Making a television commercial is, in many ways, similar to making a TV show. As you saw in Section 1, the process begins with generating ideas. Suppose that an organization, such as the Dairy Farmers of Canada, approached your advertising agency and asked you to create a 30-second TV commercial to advertise milk.

target audience: a group of people of a particular age group or gender that an advertisement is directed to

The organization's goal is obviously to increase milk consumption. Most ads also have a **target audience**. Imagine that the Dairy Farmers are trying to target teens. How would you design an ad to appeal to teens?

Advertisers know the importance of adjusting their message according to the audience and purpose. Advertising is all about knowing the audience's likes and dislikes, desires and fears, and adjusting the message accordingly. Once a specific or target audience is known, ad writers brainstorm ads for ideas.



Jason: Milk is a healthy drink. It supplies calcium to make your bones strong. You could emphasize how healthy you'll be if you drink milk.

Wei: Yeah, but everybody knows that. I think you have to make it cool to drink milk. Maybe you could get a celebrity to drink milk—somebody teens admire.

Hailey: Or try a bandwagon appeal. Show a whole bunch of teens drinking milk and having fun.

Shane: What about showing all the different foods that have milk in them? You could use a gimmick, like a quiz, and ask "Which food doesn't have milk in it?" You could have a picture of a dozen different foods. The answer could be "None of the above."

Tyler: How about having a good-looking model drink milk after jogging or lifting weights?

Jason: What about humour? Babies drink a lot of milk. Use a baby elephant with a **voice-over** or caption that says, "You'll look this good if you drink milk!"

voice-over: the voice of an unseen narrator on a TV show or in a movie

After the advertising agency has chosen an idea for the ad to promote milk, it would develop a script for the commercial. The script includes the verbal message, directions for the camera, and a storyboard with the visual image.

Storyboards are important planning tools for anyone involved in a video or film production—from TV ads to full-length feature films. You were introduced to storyboards in Module 5, when you were working on your comic strip. Storyboards for videos are similar to multi-panel cartoon strips in that they have small drawings that show all of the most important scenes and actions in the story, but they differ from comic-book storyboards in the following ways:

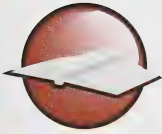
- They don't have all of the speech balloons that contain the dialogue of the characters or actors. This dialogue is written as a script instead.
- They include a space beside or beneath each picture where important information and instructions to the production crew are written. For example, there will be instructions to the cameraperson about the camera shots, angles, and movements to use.
- Other important information concerning things like lighting, the background, special effects, and sound effects may be written beside or beneath each picture. Lots of abbreviations are used for these written descriptions.

Turn to page 247 of *Crossroads* 9, and read the script called “Drink Milk, Love Life.”

- a. Describe the visual appeal of this commercial. (Focus on the pictures rather than the words.)
 - b. How does the commercial try to appeal to teens visually?
2. This commercial uses a song as well as **running text**.
 - a. Describe the verbal/auditory appeal in this commercial.
 - b. How does the commercial use the verbal/auditory element to appeal to teens?
3. How is psychological appeal being used in this commercial? (Think about the words and the images.)



Compare your responses with those on page 65.



running text:
words that
move vertically
or horizontally
across the screen



Now look at the print ads on pages 252 to 257 in *Crossroads 9*. Then examine the following summary chart to understand the purpose, target audience, and elements of the first ad on page 252.

Advertiser: the province of Newfoundland (page 252)

Purpose and target audience: The purpose is to persuade tourists to visit Newfoundland. The target audience is tourists of all ages.

Visual element: The ad features a photograph of a cliff and lighthouse as well as the ocean. In front, a young girl is playing the fiddle. The photo shows the natural beauty, and the girl represents enjoyable activities and entertainment. The ad implies that Newfoundland has everything for tourists. To encourage interested people to phone, the tourist-information phone number appears in large red print.

Verbal element: The first part of the message emphasizes that people are being invited to a “big party” in Newfoundland. The words “Soiree ’99” are repeated four times in the ad to stress the festivals planned for the year. Effective words are “rich and storied,” “unique culture,” “awesome natural beauty,” “rollicking year,” and “jigs and reels and friendly folk.” The ad tells people that they can get information by phone, e-mail, or on a website.

Psychological element: This ad uses some humour. The ad begins by inviting the “neighbours” to a party. This is an invitation to people living in neighbouring provinces and countries. The ad concludes by saying “Dancing shoes required.” This implies that you can expect to have a good time when you visit Newfoundland.

4. In your notebook, create and fill in a summary chart for each of the advertisements on pages 253 to 257 of *Crossroads 9*. (You should have **five** charts). Following are some guidelines to help you fill in each summary chart:
- Name of the business or organization that is being advertised.
 - In the next area, indicate the purpose of the ad and its target audience.
 - Consider the visual layout of the ad. Think about the image, use of colour, size, white space, logos, and the amount and size of print.
 - Assess the verbal element. Is there a slogan? Does the message present information or create a mood or feeling? Which words are particularly well chosen?
 - Can you recognize some of the appeals described in Lesson 2? Describe the psychological element of each ad.

Compare your responses with those on page 66.

Journal Entry 6H

Choose an ad from a favourite magazine. Write five questions you would like to ask the people who designed the ad. Now consider how effective you find the ad. Would your friends—or parents—find it equally appealing? Why or why not?

In this lesson you've looked at a script for a television commercial, and you've analyzed several magazine ads. Scripts for TV commercials include the verbal message and a storyboard showing the visual element that will appear on the screen. Magazine ads usually have verbal, visual, and psychological elements. Now that you know how ads are constructed, you should be more aware of how advertisers try to attract your attention and sell their products and services to you.

Glossary

running text: words that move vertically or horizontally across the screen

voice-over: the voice of an unseen narrator on a TV show or in a movie

target audience: a group of people of a particular age group or gender that an advertisement is directed to

Suggested Responses

- The first image shows something white being poured. Initially, people might be curious about what's happening. The milk looks pure and cold, and the colours used in the ad contribute to this impression of coldness. The image might make some people thirsty. The animated figures attract attention and may amuse some viewers.
 - The teens drinking milk look healthy and attractive, associating milk with being young, energetic, and attractive. A racially diverse crowd of teens attracts viewers from all backgrounds. The implication is that milk is good for everyone.
- The words of the song associate milk with life, freshness, and coldness. When people engage in activities (such as sports like soccer), they often want a cold drink. The glasses say "Milk Energy" on them, implying that milk provides the energy required to do fun activities.
 - The slogan "Drink Milk, Love Life" implies that people who are healthy, energetic, and happy drink milk. Although most teens probably wouldn't pay much attention to the running text, the information does suggest that milk is very nutritious. This information probably makes teens believe that to live life fully, they should drink milk.

3. Psychological appeal is used in the ad to promote the desire to be healthy and have fun. Milk is presented as a healthy and popular drink. A bandwagon appeal is also used because the commercial suggests that the viewer should join the group and “Drink Milk, Love Life.”
4. Compare your charts with the ones on the following pages. Your charts don’t need to be as long or detailed as the examples. If you have other ideas, discuss them with a partner or in a group.

Advertiser: Yukon (page 253)

Purpose and target audience: The purpose is to attract tourists to the Yukon. The target audience is tourists of all ages (especially people who are active and outdoorsy).

Visual element: The picture shows a spectacular valley and mountain range. It’s a summer day, with a blue sky and soft clouds. The people have hiked up the mountain and are enjoying the view. The ad emphasizes the natural beauty. The words in large white print are “Behold” and “Yukon,” saying that the Yukon is great to look at.

Verbal element: The message suggests that the Yukon is full of “Magic and Mystery.” The ad uses personification—the Yukon is personified as a female enchantress. A website and phone number are given at the bottom of the ad for further information. The word “Yukon” appears twice in large white letters to attract attention.

Psychological element: The appeal is mainly visual, but a bandwagon appeal is also used. The ad suggests that the viewer should join the group who are having fun hiking around the Yukon.

Advertiser: Singapore (page 254)

Purpose and target audience: The purpose is to attract tourists to Singapore. This ad probably appeals to adults (maybe middle-aged and older adults).

Visual element: The photograph of a middle-aged Asian woman, dressed in bright colours, apparently selling spices, is not a common sight in Canada. It implies that Singapore is an exotic, colourful destination. It makes people think of interesting food. It may make people think that it would be an adventure to go on a different kind of vacation to an exotic destination.

Verbal element: The words at the top are a pun, referring to a pop group from England, The Spice Girls, who were popular at the time this ad was created. These words attract interest and create humour. The message in small print emphasizes both the modern aspects of Singapore and the traditional. The words also mention that Singapore is “one of the world’s most exciting places to eat.” The slogan “So easy to enjoy, so hard to forget” emphasizes that a visit to Singapore will be fun and unforgettable. A phone number and website are given for further information.

Psychological element: The ad uses humour in its question. It also stresses “New Asia” to show that Singapore has changed but retains some of the best parts of the past—including exotic food.

Advertiser: World Wildlife Fund (page 255)

Purpose and target audience: The purpose of this ad is to bring attention to the World Wildlife Fund and to ask people for donations. The ad appeals to nature lovers.

Visual element: The large photograph of the whale leaping from the blue ocean immediately attracts attention. The whale represents freedom, strength, and natural beauty. All of the print, by contrast, is very small. A small logo is at the top.

Verbal element: The small white print states that the World Wildlife Fund protects wildlife and wild places. It explains that by donating to this group, you help killer whales, the environment, and yourself. A website and phone number is given. The slogan “Their future is our future” is printed in small letters but is set out from the rest of the message so that it can be read easily.

Psychological element: The appeal in this ad is mainly visual, but the message also appeals to health and safety. The ad implies that the health of wildlife such as killer whales is connected to the health of the world’s environment and to people’s personal health. The future of the world is at stake, and this organization is trying to protect everything natural in the world.

Advertiser: Nikon (page 256)

Purpose and target audience: This ad is about selling Nikon cameras, particularly a new model, “the smaller, lighter F100.” The target audience is probably a select group of people interested in photography.

Visual element: The close-up black-and-white photo of the face and hands of an older woman draws attention. The question “what is feel?” written in large black print may also make people curious. The Nikon name is printed on a yellow background so that it can be clearly seen. The camera in the bottom-right corner is almost unnoticeable except for the brand name, which is clearly visible in white print.

Verbal element: The question “what is feel?” draws the attention of people interested in photography. The message stresses that photographs capture memories. The information at the bottom of the ad gives details about the new camera model. Effective words include “the true feel of a moment,” “subtle nuances of light,” “fleeting action is rendered crisply,” and “performance and intuitive operation go beyond words.” These words make this camera very desirable. A website is given for further information. In very tiny print at the bottom, the advertiser admits that this photograph may have been enhanced using other products; in other words, this camera might not be capable of taking this type of photograph.

Psychological element: The appeal here is factual. The print message contains some facts about the camera. The ad also stresses that this is a new camera model. Finally, the camera is associated with love and memories. The photo of the old woman reminds people that photographs are one way of remembering people after they’ve moved away or died.

Advertiser: Canadian Pacific (page 257)

Purpose and target audience: The purpose of this ad is to bring attention to the Canadian Pacific company, which transports goods by train and ships. The ad probably appeals to middle-aged and older people.

Visual element: The ad creates an unusual picture of a boy—a giant—acting as a railway bridge in a mountainous area. This draws attention because of the relatively huge size of the boy; it's an unusual concept that instantly captures a viewer's interest. The train in the picture has the words Canadian Pacific on it. The message is printed on the left side of the ad on a yellow banner. The name Canadian Pacific is written clearly at the bottom. A logo is also printed.

Verbal element: The message emphasizes that trains offer efficient, cheap transportation and compares the costs of shipping by train and by truck. The ad then tells how much freight Canadian Pacific moves by train each year and how it also has ships so that freight can easily be moved across both oceans and land. The slogan "It's a small world. And a perfect place for trains" stresses that trains are essential for moving freight around the world. A website is printed at the bottom.

Psychological element: This ad uses a playful image to attract attention. Facts and statistics are given to make people think about the service that Canadian Pacific offers. This information probably appeals to business people.

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Section 2 Conclusion



This section has focused on the strategies used by advertisers to sell their products and services. Because you're the target audience of many advertisements, you need to recognize the ways that advertisers try to get your attention and hold it for a few seconds. You should also be conscious of the psychological elements used in many ads to create a desire for the product.

Now that you're aware of how advertisements are created, you should be more critical of the ones you see in the media. Many make misleading claims. Some suggest that using a product will make you thinner, stronger, prettier, safer, or even smarter. Ads may imply that you'll be more popular or successful if you use a certain product. Before you buy anything, read the ad carefully and ask questions. Remember the old adage—buyer beware!

Go to page 1 of Assignment Booklet 6B and respond to questions 1 and 2 of Section 2.

Section 3

Sending a Clear Message



As you saw in the last section, advertising is a powerful tool for business and other organizations. But have you ever thought that whenever you speak, write, or even appear in public, you're also engaging in a kind of advertising? You're advertising yourself!

The impression that you create when you speak to people or write to them may be a lasting one. That's why it's important to be aware of the messages that you want to send.

In this section you'll think about the impression that you're making as you send a variety of oral and written messages. When you've completed this section, you should be able to write e-mails and business letters that will impress the people who receive them. Whether you're writing to someone you know or to a stranger, you want to communicate clearly and effectively. Keep in mind that you never get a second chance to make a good first impression.

Lesson 1: How Do You Sound?

When you use the telephone to call a business, do you observe proper phone etiquette? Even though the people you call can't see you, they still form an impression of the kind of person you are by how you talk on the phone and by what you say.



Here are some things to keep in mind when you're making a phone call:

- Speak clearly. Don't mumble. Never talk on the phone when you're eating.
- Think about how loudly you talk. If you're too loud, you'll annoy the person you're talking to. On the other hand, you don't want to speak so softly that the person can't hear you.
- Consider the background noise. Try to avoid making a phone call when the radio and TV are turned on loudly or when people are making noise nearby. If you use a cell phone, remember that surrounding noises may make communication difficult.
- When you're making a call, identify yourself. Don't keep the person you're talking to guessing about your identity.
- Keep a pen and paper handy so that you can record information.
- Give the person you're talking to your complete and undivided attention. Avoid the urge to engage in multitasking—doing other things while talking on the phone.



Now listen to the two phone conversations on Track 1 of your English Language Arts 9 Audio CD 2. When you've listened to the conversations, answer the questions that follow.

1. Which employee does a better job on the phone for Mr. Finley, the owner of Finley's Farm Supply? Explain why.
2. List **three** things that this employee does to make a good impression.
3. What you say on the phone is important, but how you say it is often just as important.
 - a. What does the employee in the first conversation need to learn about using his voice on the phone?
 - b. How does the employee in the second conversation use his voice effectively?
4. Suppose you were Mark Finley, the owner of Finley's Farm Supplies. Write a brief message to your employees about phone etiquette. Use this beginning:

To: *All Employees*

From: *Mark Finley*

Subject: *Telephone Etiquette*

When you're answering the phone, please remember these points:

Compare your responses with those on page 74.



Another time you want to create a good impression is when you introduce someone to another person. In the example on Track 2 of your English Language Arts 9 Audio CD 2, Susan brings her cousin with her to Ann's birthday party.

Listen to the way Susan introduces her cousin to Ann. Then decide if this introduction was effective. Did Susan make a good impression on Ann? Did Susan make a good impression on the person she introduced?

5. How effective was Susan's introduction of her cousin? What useful information did Ann and Susan's cousin gain?

Now listen to another introduction on Track 3 on your English Language Arts 9 Audio CD 2. This time a young woman is introducing her cousin to a friend named Steve.

6. How effective was this introduction? What useful information did Steve and Cynthia gain? Why is this information so important?

Compare your responses with those on page 74.



Sometimes you may have to introduce yourself. How would you introduce yourself to someone? On Track 4 of your English Language Arts 9 Audio CD 2, a student has to introduce himself to his new teacher. As you listen, think about what information you would share in your introduction if you were this student. How well do you think the student did?

Introducing yourself can be awkward, but it's often necessary. Get together with a partner, and do some role-playing. Take turns practising how you would introduce yourselves in the following situations:

Situation A

While attending a meeting, you've been asked to represent a club that you belong to. When you arrive, you don't know anyone in the room. A woman at the front of the room looks as if she's in charge.

Situation B

You're applying for a job. When you spoke to the business owner on the telephone, he asked you to come in for an interview. As you walk into the office, you see a man sitting at a desk.

Keep these points in mind when introducing yourself:

- Speak clearly and loudly enough to be heard.
- Say both your first and last names.
- Explain briefly who you are and why you're there.

Think about how you look as well as how you sound. A friendly, smiling facial expression contributes to a positive impression. A correct posture and an assured walk show confidence. Eye contact makes you appear alert and interested.

This lesson has focused on the impression that you make when you answer and talk on the phone or introduce yourself or someone else. To make a good impression, think about what you're saying and how you're saying it. Try to sound friendly, helpful, and confident, and be a good listener. Let the people you're speaking to feel that you're interested in them and that you have something to say worth listening to. In the next lesson, you'll think about the impression you make when you send written messages.



Suggested Responses

1. The second employee is more helpful. He'll be able to tell Mr. Finley who called and the person's telephone number so that Mr. Finley can return the call.
2. The employee offers to take a message, verifies that he has the correct name and number, and assures the caller that the message will be delivered.
3.
 - a. The first employee sounds unclear and uninterested.
 - b. The second employee speaks clearly and uses a polite and interested tone.
4. Responses may vary slightly, but should be similar to this. When you're answering the phone, remember these items:
 - Speak clearly and politely to customers.
 - Identify our business and yourself.
 - Offer to take a message. Keep a pen and paper handy.
 - Check to be sure that your message is accurate.
 - Be as helpful as you can.
5. Responses will vary. The introduction could have been better. Susan doesn't mention her cousin's name. Ann gets to know, however, that the girl with Susan is Susan's cousin.
6. The speaker introduces her cousin, Cynthia, by using Cynthia's name and telling her the name of the person she's being introduced to. This is the way introductions should be done. When people know each other's names, it helps break the ice and makes it much easier for them to socialize and get to know each other.

When people don't know each other's names, it makes the whole situation uncomfortable and awkward. It takes a confident and extroverted person to introduce himself or herself to strangers and ask them their names. In many groups, there is no such person around. People who haven't been properly introduced find it hard to make contact with others and fit in. Be thoughtful; if you can, introduce people who don't know each other.

Giving proper introductions is an important communication skill because it promotes communication between people.

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Lesson 2: E-mail

You create an impression when you speak on the phone and when you introduce yourself or someone else. Have you thought about the impression you create when you send an e-mail message?



In the past, employers and employees in many offices communicated with each other through **memos**—short messages often written on a form. (The word *memo* is an informal version of the word *memorandum*.)

Today, electronic mail (e-mail) has replaced traditional memos in many offices. Because this type of message is less formal than letters and memos, writers of e-mail messages sometimes forget that they're creating an impression with their use of language.

Most of the e-mail messages that you write are probably sent to your friends or family members. Even though you know these people well, the way you write your message creates an impression. When you write a message to someone who doesn't know you personally, it's even more important to be aware of the impression that you're making.

memo: a short written message

Keep these etiquette points in mind when you're sending messages by fax or e-mail:

- **Think about your audience.** Who will read your message? Could it be forwarded to other readers? Remember that e-mail isn't private. Be careful about sharing thoughts and feelings in a message that could be read by many people. Also, avoid giving out personal information, such as your birth date, Social Insurance Number, or credit card numbers, unless you're sure that your message will be secure.
- **Think about the content of your message.** Aim for a brief, clear message to avoid confusion. If you write a long message, your main points may be lost. You're not anonymous when you write an e-mail message because your name and e-mail address are included with your message. You're accountable for everything you write. Be careful about what you say.
- **Consider the tone of your message.** Generally, you want to project a pleasant image. Avoid using harsh or angry words. If you send an angry or threatening message, you may later regret your words. Keep in mind that your message doesn't disappear just because you've sent it from your computer. If you change your mind later or realize that you've made a mistake, you can't retrieve your message once it's sent. Choose your words carefully.
- **Revise and edit your message before sending it.** Writing in complete sentences will ensure that your message is easily understood. Using correct spelling, grammar, and punctuation also makes the message easy to read. Finally, don't type your message in capital letters because it will be hard to read. Some people also feel that a message written completely in capital letters has an angry tone—as if the writer were shouting at the reader.

Look at the following e-mail message that Janice sent to a co-worker, and think about how you'd feel if you received this message:

Mona: I'm totally disgusted with your failure to send me the information that I asked for yesterday! I need that report for a presentation for Mr. Gill tomorrow, and I expect you to send it to me immediately. Don't tell me you don't have time. Spend less time on the phone, and you'll have plenty of time to do your work. Get that report to me now!
Janice



1. Which words in the e-mail message are most offensive?
2. Keeping in mind the audience and content of this e-mail, rewrite the message to achieve a more appropriate tone.

Compare your responses with those on page 78.

Portfolio Item 6C

Imagine that your favourite television show has been cancelled. Write an e-mail to the television network protesting the cancellation and explaining why you like the show.

Many people send messages about themselves through websites. The article “The Internet: The Newest Medium” on page 264 in *Crossroads 9* tells you about one person’s **home page** on the Internet. As you read the article, think about how you would introduce yourself on your own home page.



home page: the first page of an Internet website



Most home pages have menus that allow you to locate information you’re interested in.

Portfolio Item 6D

If you developed a website, how would you design your home page? Sketch a plan for the home page of your website. Before creating your sketch, consider the following questions:

- What overall impression would you try to project on your home page?
- What images would you include on your home page to advertise yourself?
- What are some of the items that you’d include in your home page menu?

In this lesson you thought about the impression that you give people when you talk on the phone, write e-mail messages, or design a home page for the Internet. Just as the way you look and act in public may create a lasting impression on those who see you, the way that you speak and write also influences people. Observing proper etiquette as you interact with others will cause them to be impressed with you.

The next lesson will focus on letter writing, another form of communication where etiquette is important.

Glossary

home page: the first page of an Internet website

memo: a short written message

Suggested Responses

1. Offensive words, phrases, and sentences in this message are “disgusted,” “failure,” “I expect you,” “Don’t tell me,” “Spend less time,” and “Get that report to me now!”
2. The message can be reworded in many different ways to make it less hostile and more effective. Compare your revision to the following version:

Mona: I’m sorry that I didn’t receive the information that I asked for yesterday. I need that report for a presentation for Mr. Gill tomorrow, so I hope you can send it to me this morning. As you know, this is an important presentation, and I don’t want to disappoint Mr. Gill. Please send me the report as soon as possible. Janice

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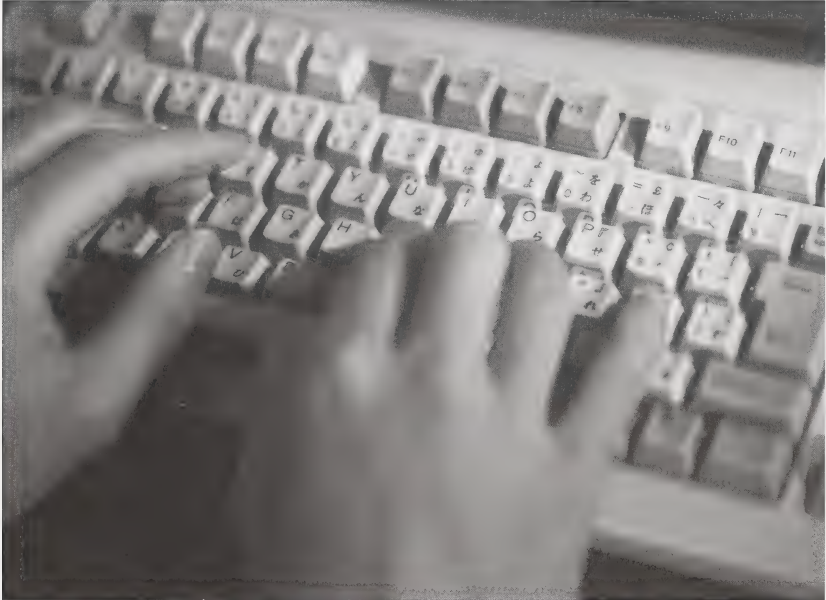
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Lesson 3: Writing a Formal Letter

Chances are that from time to time you write or receive a friendly letter, perhaps from a friend or family member. These are informal communications that can be chatty and casual in tone. By contrast, a formal letter should follow a specific structure; it should be a concise, businesslike composition.



When you write an e-mail message or a letter to a friend, you probably use colloquial language and an informal style. Maybe your message looks something like this:

Hey, Chris, how RU? I've been thinkin of you. RU gonna come out to our place sometime soon? My mom says you can stay for a week this summer. What do u say? Carmelita

When you're writing a formal letter or a formal e-mail message, you need to change your language and style. In a formal letter, you want to impress your audience, so it's important to pay attention to your message.

I've never written a formal letter before. When would I ever need to write such a letter?



Listen to Track 5 of your English Language Arts 9 Audio CD 2 to learn more about formal letters and when you might need to know how to write them.

1. List **three** situations in which you would need to know how to write an effective formal letter.

Compare your response with the one on page 85.

To make a good impression when you write a formal letter, consider the following:

- purpose
- audience
- tone
- organization
- format

Purpose

Before you begin to write the letter, think about your purpose. What do you hope to accomplish through writing the letter? Then ask yourself what information you need to achieve your purpose. Look at this example:

Purpose: Invite the president of the Chamber of Commerce to present an award.

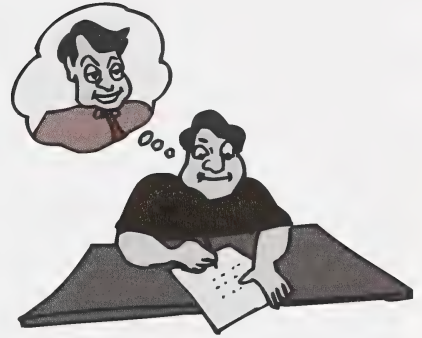
Details: Relevant information includes the following:

- Explain the awards program.
- Identify the type of award being given.
- Tell the cost of giving an award.
- Stipulate the time and place of the award ceremony.
- Ask for an answer within one month.

You should indicate the purpose of the letter at the beginning so the reader knows exactly why you're writing. Your letter should be brief, but it must include all the relevant information.


Audience and Tone

The audience for your letter is the person you send it to, but your letter could be read by others and even duplicated and distributed. Whether or not you know the person you're writing to, you want to impress that person with a clear and effective message.



Generally, you want your letter to be courteous and sincere. In many letters, when you're asking someone to help you or to hire you, you also want to thank the person for considering your request or application. Keep in mind that if you're asking for a favour (for example, if you're asking someone to donate time or money to you or your group), you should never be assuming, abrupt, or forceful.

Even when you're writing a letter to complain or express disapproval or opposition, avoid sounding angry or threatening. In fact, you should choose your words carefully so that you clearly express your concerns or dissatisfaction without sounding unreasonable. The person receiving your letter is more likely to take your complaints seriously if you express yourself in a thoughtful or reasonable tone.

- 
2. Brainstorm a list of courteous words and expressions that could be used in a formal letter. If possible, do this with a classmate or study partner.
 3. Revise the paragraph that follows so that it has a more courteous tone.

The students' council wants you to present an award to the student with the highest mark in English Language Arts 9. The awards ceremony will begin at 7:30 p.m. in the school gym, but you should be there early so that you can meet the principal and get your program. You should bring the cheque from the Chamber of Commerce with you so that you can present it to the student. When you make your presentation, don't make a long speech because many people will be making presentations, and we don't want the ceremony to take too long.

Compare your responses with those on page 85.

Organization

Like most compositions, letters should have a beginning, a middle, and an end. The paragraphs in formal letters are usually quite short, often containing only one or two sentences.

Beginning

Begin by stating the purpose courteously and clearly. After reading the first paragraph, your reader should know why you're writing. Since you sign your name at the end of the letter, don't introduce yourself at the beginning. However, if you're writing on behalf of an organization, mention the organization's name at the beginning of your letter.

Middle

The middle of your letter may have one, two, or several short paragraphs. Present essential information, such as the time and place of an event or the reasons for your opinion or complaint. Include details that you feel the reader should be aware of.

Ending

You may conclude your letter in several ways, depending on its purpose:

- Thank the person for considering your opinion, request, or complaint.
- Ask the person to reply or take some action.
- Recommend some action that should be taken.
- Offer to meet the person for further discussion.
- Provide a phone number or e-mail address where the person can contact you.

Format of the Formal Letter

Imagine that you want to apply for a part-time job at a local business. You decide to write a formal letter of application. Formal letters are written in a particular format. To impress your potential boss, you should pay careful attention to the format of both your letter and the envelope. To learn the proper way to format a formal letter, refer to your *English Language Arts Handbook*. Check Section 4: Communicating in Writing. One helpful hint you'll find there is that formal letters should follow the five Cs:



- **Complete:** Give all necessary information.
- **Correct:** Use the format of a formal letter.
- **Clear:** State exactly what you're writing about.
- **Concise:** Keep the letter brief without being abrupt.
- **Courteous:** Be polite.

Following is an example of a properly formatted formal letter. Examine it and answer the questions that come after it.

heading	{ Fanhurst School 11724 – 93 Avenue Pleasantview, Alberta T8B 4R2 May 1, 2____
inside address	{ Mr. Ben Wensley, President Pleasantview Chamber of Commerce 204, 9562 – 101 Street Pleasantview, Alberta T8B 4R6
greeting or salutation	{ Dear Mr. Wensley:
body of the letter	{ The students' council of Fanhurst School would like to invite you to attend our annual awards ceremony and present an award to the grade 9 student with the highest mark in English language arts. The ceremony will be held in the school gym on June 29 at 7:30 p.m. We anticipate that twenty presentations will be made to honour students who have demonstrated excellence in citizenship and scholastic or athletic endeavours. After the ceremony, we hope that you'll stay for lunch, which will be provided by the parent council. At Fanhurst School, it is customary for an organization to present the student with a medallion and a cheque for \$25. The medallions, which are ordered by the school, cost \$5 each. Therefore, the total cost to your organization would be \$30. Those presenting the awards usually make a short speech, approximately one to two minutes in length. If you are willing to participate in our awards ceremony, please call Fanhurst School at 555-0987, and Mr. Packard, the vice principal, will answer any questions that you might have. We hope you will join us in honouring the students who have excelled during this school year. Thank you for your attention and your interest in our school.
closing	{ Sincerely,
signature	{ <i>Jennifer Jazinski</i>
writer's name and position	{ Jennifer Jazinski President Fanhurst School Students' Council

Note that in both the heading and the inside address, rather than writing out *Alberta* in full, the writer could have used the Canada Post abbreviation AB. In fact, Canada Post prefers that you use this format on envelopes.

4. What is the purpose of Jennifer's letter?
5. What details has Jennifer included in her letter?
6. What words and expressions has Jennifer used to convey a courteous tone?

Compare your responses with those on page 85.

7. Now it's time for you to practise writing a formal letter. Imagine that you're the secretary of an organization that has been invited to make suggestions to the mayor about how Canada Day should be celebrated in the community of Riverside. Your organization has discussed this topic at a meeting, and you've been directed to write a letter with your suggestions.

Your letter should be addressed to Mrs. Anita Evans, who is the mayor of Riverside. The town's office address is 123 Main Street. The postal code is T3D 4L9.

Write your letter to Mrs. Evans, and design an envelope for it. (Refer to the *English Language Arts Handbook* for an example of a properly addressed envelope. Check Section 4: Communicating in Writing.)



For helpful comments, refer to page 86.

This lesson has focused on writing formal letters. To impress people with your letter-writing skills, you need to consider the purpose for writing the letter and the audience and tone. You should also carefully organize the information in the letter. Finally, pay attention to the format of the letter and envelope so that your message looks polished and professional.

Formal letters, like other compositions, should be edited to eliminate errors. In the next lesson, you'll examine the correct use of pronouns so that you can avoid making pronoun errors when you write. Then you'll edit your letter.

Suggested Responses

1. Responses will vary. Here are some occasions when you might need to write a formal letter:

- to ask someone to attend a function you are organizing
- to thank someone for his or her efforts
- to apply for a job
- to ask for information
- to complain to a business about its service or products
- to express an opinion to the editor of a newspaper
- to ask for action from a politician or other community leader
- to apologize for something

2. Here are some courteous words and expressions that can be used in formal letters:

- | | |
|---------------------------|--------------------------|
| • please | • at your convenience |
| • thank you/thankful | • as you know/may know |
| • grateful/gratitude | • I/we wish to express |
| • appreciate/appreciation | • I /we wish to invite |
| • honoured | • I/we would be honoured |
| • assist | • I/we would be pleased |
| • help, helpful | • I/we would be obliged |
| • invite | • I/we would like |
| • kindly | • if possible |
| • welcome | • if you would prefer |
| • on behalf of | |

3. Your revision should look similar to this:

The students' council would like to invite you to present an award to the student with the highest mark in English Language Arts 9. The awards ceremony will begin at 7:30 p.m. in the school gym, but we are asking everyone who is making a presentation to arrive fifteen minutes early to meet the principal and get a program. If possible, please bring the cheque from the Chamber of Commerce with you so that you can present it to the student. Since there will be many presentations at the ceremony, we ask that you limit your speech to about two minutes in length.

4. The purpose of the letter is to invite Mr. Wensley to attend the awards ceremony and present an award to the grade 9 student with the highest mark in English language arts.

5. Jennifer has included the following details:

- the date, time, and place of the ceremony
- the number and kinds of presentations
- an invitation to stay for lunch
- the customary award and the cost to the organization
- the suggested length of the presentation speech
- the name and number of who to contact for further information

6. Jennifer uses the following polite expressions:

- would like to invite you
- we hope that
- it is customary
- if you are willing to participate
- we hope that you will join us
- thank you for your attention and your interest

7. You may have worded your letter to Mrs. Evans differently, but you should have all of the same details. Your letter should be the same format as this example.

Your Postal Box or Street Address
Your Town or City, Province and Postal Code
The Date That You Wrote the Letter

Mrs. Anita Evans, Mayor
Town of Riverside
123 Main Street
Riverside, Alberta T3D 4L9

Dear Mrs. Evans:

The Riverside Teen Club has been asked to make some suggestions about how Canada Day should be celebrated in our community. After a discussion at our April 4th meeting, we would like to make the following suggestions.

First, the teens in our community would enjoy a picnic and sports day at Riverside Park. Some organizations could sell food and beverages to raise money to pay for the Canada Day activities. The games could include softball and horseshoes.

Next, we feel that an outdoor concert would be fun. Entertainment could be provided by local choirs, bands, and dancers, or a professional band could be hired.

Finally, the Canada Day ceremonies should end with spectacular fireworks, which people of all ages love.

The Riverside Teen Club would be willing to assist with the organization of these activities, and we would also volunteer to work on July 1st so that our community can enjoy a great day.

Thank you for inviting us to participate in planning the Canada Day celebration.

Yours sincerely,

YOUR SIGNATURE

YOUR NAME PRINTED
Secretary, Riverside Teen Club

Your envelope should look like this:

YOUR NAME (OR RIVERSIDE TEEN CLUB)
YOUR POSTAL BOX OR STREET ADDRESS
YOUR TOWN OR CITY, PROVINCE AND POSTAL CODE

MRS. ANITA EVANS, MAYOR
TOWN OF RIVERSIDE
123 MAIN STREET
RIVERSIDE, AB T3D 4L9

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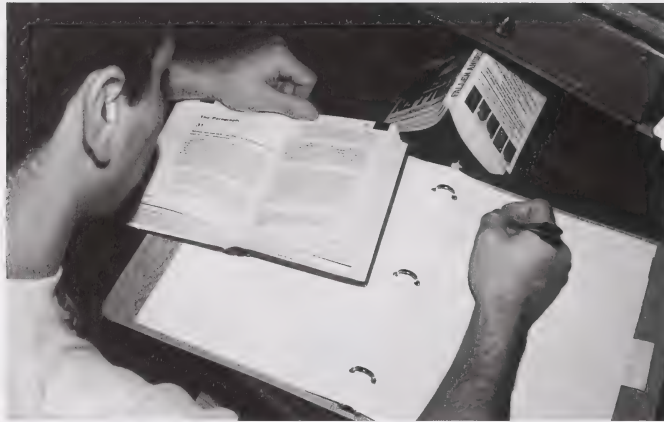
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Lesson 4: Pronoun Problems

When you're writing formal letters and other compositions, you want to show the audience that you're a skilful writer. You've already learned to vary your sentence structure so that you write correct and effective sentences. You also learned to edit your writing to eliminate errors in subject-verb agreement and verb usage.



Pronouns are another part of speech that can be used incorrectly. In this lesson you'll learn about three different kinds of pronoun errors that you should look for when proofreading your writing.

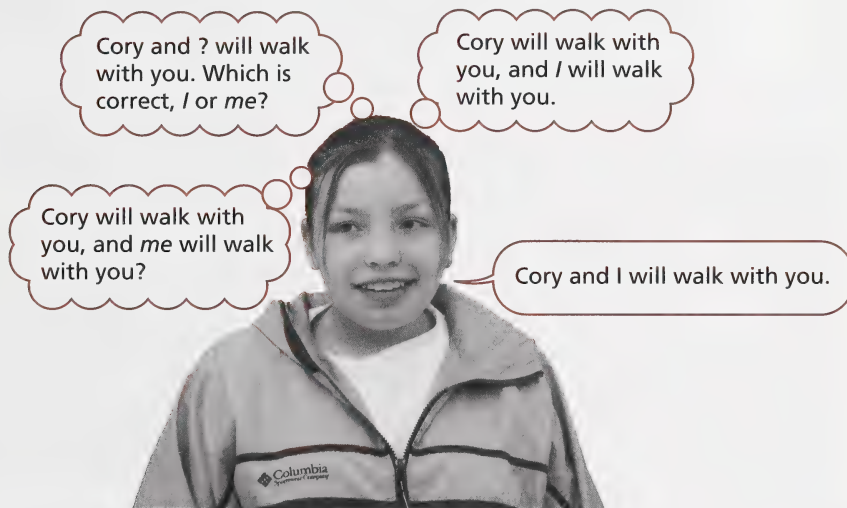
Pronoun Case

Many pronouns appear in three different forms: the subjective case, the objective case, and the possessive case.

Subjective	Objective	Possessive
I	me	my, mine
you	you	your, yours
he, she, it	him, her, it	his, her, hers, its
we	us	our, ours
they	them	their, theirs
who	whom	whose

Some of these pronouns (*you* and *it*) remain the same in the subjective and objective cases. However, the other pronouns change their form. Because there are different forms for the subjective and objective cases, you must know when to use each case.

Very few mistakes are ever made with pronoun case when pronouns are used individually. But when a pronoun is used with a noun, or two pronouns are used together, it's easy to make an error. If you're in doubt about which pronoun to use, say the sentence with each part separately.



Following are four rules for using pronoun case correctly:

Rule 1: Use subjective pronouns in the subjects of clauses and sentences:

- **He** and **I** will answer the phone.
- Terry and **she** will look for the lost keys.
- When Andrew and **I** get home, **we** will do our homework before **you** and **she** pick us up.
- **She** and Les won the prize.
- Yoo-sa and **they** are driving to Onefour next week.
- **We** girls will introduce the guests.

Rule 2: Use subjective pronouns in complements (after linking verbs):

- Helen is sure that the winner will be **he**.
- It must have been **she** who called us last night.
- Was it **they** who criticized the referee?

Rule 3: Use objective pronouns as objects of action verbs:

- Please tell Kelly and **her** to take notes at the meeting.
- Dr. Chin asked Joe and **me** to carry the stretcher.
- Ask Don and **him** to bring the lunch.
- Mustu and Carla challenged **us** boys to a tennis game.
- The park officials offered a tour to Mr. Sawchuk and **them**.

Rule 4: Use objective pronouns as objects of prepositions in prepositional phrases:

- Send the money to Jill and **him**.
- Mrs. Ellis received letters from Steve and **her**.
- The balloon landed near my cousin and **me**.
- The work will be divided among Kevin, Ian, and **us**.
- The helicopter swooped over the cattle and **them**.



Your *English Language Arts Handbook* has more information on pronoun case. Check Section 2: Grammar.

Test your knowledge of pronoun case by doing the following exercise.



1. For each sentence, decide whether you should use a subjective or objective pronoun. (**Hint:** If you're not sure, take the sentence apart and use the pronoun alone.)
 - a. Write the receipt either to my brother or _____.
 - b. Conway and _____ will present the medals to the winners.
 - c. For Jason and _____, the vacation was a disappointment.

- d. The new leaders will be Mr. Elbert and _____.
- e. I received a postcard from Amala and _____.
- f. Mrs. Adams scolded Kwesi and _____.
- g. The good news reached Tim and _____ last week.
- h. Will you save tickets for Kay and _____?
- i. Her dad and _____ will design the cover page.
- j. _____ hockey fans were delighted that the team won the game.



Compare your responses with those on page 94.

Pronoun Agreement

When people come to an agreement, they're able to work together in harmony. In sentences, there must be agreement as well; for instance, subjects must agree with verbs.

Do you remember the subject-verb agreement rules from Module 4? You learned that singular subjects need singular verbs and plural subjects need plural verbs. Similarly, you should be consistent when you use pronouns. You may recall that every pronoun has an antecedent, which is the noun that the pronoun is replacing. The pronoun must agree with its antecedent.

Keep the following rules in mind to help you construct sentences that call for pronoun agreement:

- If you use a singular noun or pronoun at the beginning of a sentence, you should continue to use a singular pronoun whenever you're referring to the noun.
- If you use a plural noun or pronoun at the beginning, use a plural pronoun in later references.

The following examples show how different parts of the sentence must be consistent:

- **Everyone** in the class **agrees** that **he or she will** raise money for UNICEF.
singular singular singular
pronoun verb pronoun
- **All the students** in the class **agree** that **they** will help to raise money.
plural plural plural plural
pronoun noun verb pronoun
- **Neither Bill nor Laurence** **feels** happy about **his** mark.
singular subject singular singular
verb pronoun
- **Both Bill and Laurence** **feel** happy about **their** marks.
plural subject plural plural
verb pronoun
- **Everybody** **wants** **his or her** photograph in the paper.
singular singular singular
pronoun verb pronoun
- **Most people** **want** **their** photographs in the paper.
plural plural plural
subject verb pronoun

2. For each sentence, tell whether you need a singular pronoun or a plural pronoun and indicate the antecedent (the word that the pronoun refers to).
 - a. Every person in the group will receive _____ information tomorrow.
 - b. Each of the players must send in _____ application form.
 - c. Anyone can join our club if _____ is really interested.

- d. Everyone on the committee wants to voice _____ opinion.
- e. Either John or Dylan will show the children _____ model plane.
- f. All the members are to bring _____ equipment.

Compare your responses with those on page 94.

Pronoun Ambiguity

When something is ambiguous, it's confusing or unclear. A sentence with an ambiguous pronoun can be interpreted in two or more ways. When you use pronouns, you have to be sure that the antecedent is clearly understood. In some sentences, when there are two nouns ahead of the pronoun, the antecedent may not be clear.



To correct a sentence with an ambiguous pronoun, you usually have to rewrite the sentence. You may have to replace a pronoun with a noun. Look at these examples:

Ambiguous	Effective
When Alice spoke to Mrs. Higgins, she was very polite. (<i>Who was polite, Alice or Mrs. Higgins?</i>)	When Alice spoke to Mrs. Higgins, Alice was very polite.
Take the paper out of the folder and file it. (<i>Should the paper or the folder be filed?</i>)	File the paper after you've removed it from the folder.
After I took the necklace out of the suitcase, it was stolen. (<i>What was stolen, the necklace or the suitcase?</i>)	After I took the necklace out of the suitcase, the necklace was stolen.

3. Rewrite each sentence to eliminate pronoun ambiguity:
- a. Please take the disc out of the CD player, and put it away.
 - b. Mrs. Ludorff explained to Nellie that she had made a mistake.
 - c. We copied the photograph from the magazine and returned it.
 - d. After Kenda took the money from the wallet, she lost it.
 - e. When Georgio asked his dad for help, he didn't explain very well.

Compare your responses with those on page 95.



To learn more about pronouns, pronoun agreement, and avoiding pronoun ambiguity, refer to your *English Language Arts Handbook*. Check Section 2: Grammar.



4. Now that you've had a chance to review pronoun agreement and how to avoid pronoun ambiguity, check over the letter that you wrote in Lesson 3 to the mayor of Riverside. Make appropriate edits to deal with any pronoun problems that you find. If you can, get someone to proofread your letter, looking in particular for pronoun problems.

For helpful comments, refer to page 95.

In this lesson you've reviewed correct pronoun usage. Errors can occur when you confuse subjective and objective pronouns. You must also be consistent with singular and plural nouns and pronouns. Finally, be alert for unclear meanings resulting from pronoun ambiguity.

As you edit your assignments, watch for errors in pronoun use. When you use pronouns correctly, you make a good impression on people who hear you speak or read your writing.

Suggested Responses

1. Each response is followed by a correct example.
 - a. objective (for example: to my brother or me)
 - b. subjective (for example: Conway and I)
 - c. objective (for example: For Jason and him/her)
 - d. subjective (for example: Mr. Elbert and he)
 - e. objective (for example: from Amala and her)
 - f. objective (for example: Kwesi and me)
 - g. objective (for example: Tim and her)
 - h. objective (for example: for Kay and him)
 - i. subjective (for example: Her dad and she)
 - j. subjective (for example: We hockey fans)
2. Each response is followed by a correct example.
 - a. singular (his or her information)/antecedent: Every person
 - b. singular (his or her application form)/antecedent: Each of the players
 - c. singular (he or she is really interested)/antecedent: Anyone
 - d. singular (his or her opinion)/antecedent: Everyone
 - e. singular (his model plane)/antecedent: Either John or Dylan
 - f. plural (their equipment)/antecedent: All the members

3. Responses can vary. Here are some sample sentences:

- a. Please take the disc out of the CD player, and put the player (or *the disc*) away.
- b. Mrs. Ludorff explained to Nellie that Nellie (or *Mrs. Ludorff*) had made a mistake.
- c. We copied the photograph from the magazine and returned the magazine (or *the photograph*).
- d. After Kenda took the money from the wallet, she lost the wallet (or *the money*).
- e. When Georgio asked his dad for help, Georgio (or *Georgio's dad*) didn't explain very well.

4. What processes and strategies did you use as you checked your letter for possible pronoun errors?

- Did you proofread your letter once more to see if something caught your attention, or did you scan the letter to spot all of the pronouns?
- When you looked at the pronouns, did you check to see if the proper case was used (subjective, objective, or possessive)? Did you find the four rules that were presented in Lesson 4 useful? What other rules, strategies, or resources did you use to make sure you had used the proper case for each pronoun?
- Did you check to see that the sentences had proper pronoun agreement? How did you do this? Did you find the two rules and the examples in Lesson 4 useful? What other rules, strategies, or resources did you use to ensure pronoun agreement?
- How did you check for pronoun ambiguity? If you spotted instances of pronoun ambiguity, what rules, strategies, or resources did you use to deal with this problem? Are you sure that your writing is now clear and unambiguous?
- Did you work with a partner to check your letter for pronoun problems?
- Did you refer to a handbook or other reference material to help you accomplish your task? If so, is this a strategy that you'll use again in similar situations? If not, is this a strategy that you might try in the future?
- Did doing this exercise help you understand how to use pronouns more correctly and effectively? If not, what strategies will you use to improve your understanding of pronouns? Will you use reference books or the Internet? Will you ask someone for assistance?

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Section 3 Conclusion

This section has focused on the way you advertise yourself when you send messages. Although it may seem unfair, people judge you on how you look, talk, act, and write. Moreover, the first impression that you make is likely to be a lasting one.

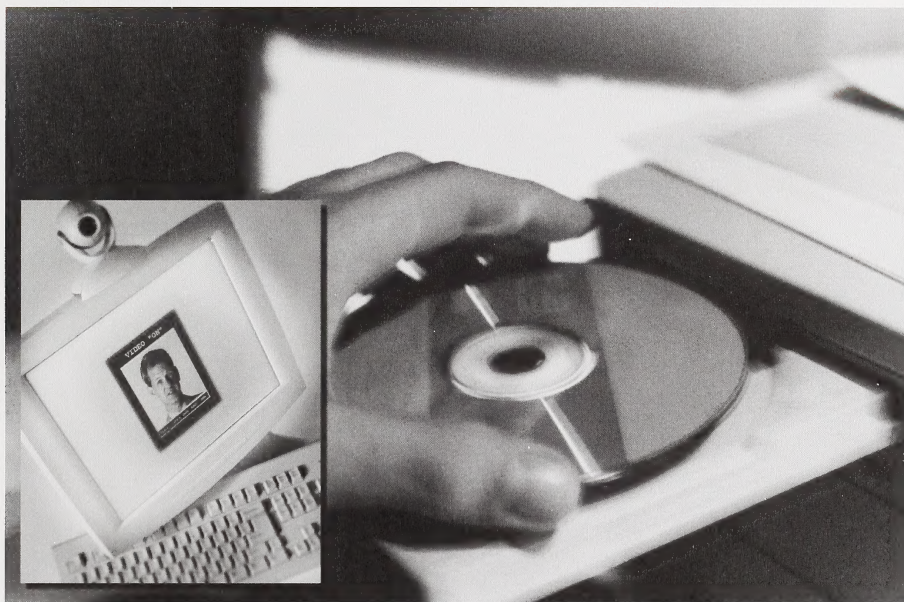
Observing proper etiquette when you send messages will help you make a good impression. Think about the way you present yourself when you talk on the phone, send an e-mail message or fax, or write a letter. Your skills in speaking and writing can result in people having either a positive or negative attitude toward you.

To be successful, you need to make a good impression. The skills that you learn in English Language Arts 9 will help you accomplish this important goal.



Go to page 8 of Assignment Booklet 6B and respond to the Section 3 Assignment.

Module Summary



This module has focused on the media and its impact on your life. Every day, you come into contact with messages from all kinds of media—newspapers, magazines, billboards, pamphlets and brochures, movies, radio, TV, and the Internet. Each message is trying to present you with information, influence your feelings and beliefs, and/or persuade you to buy a product or service. Being a critical reader, listener, and viewer is essential to deal effectively with the huge quantity of messages that you receive daily.

Since most media are businesses, they hope to make a profit from you. As their target audience, you're the customer or client. You need to find out as much as you can about the media so that you won't become a victim of misinformation or unscrupulous advertising.

Although you're usually receiving messages from the media, you also send messages when you speak and write to other people. When you speak and write effectively, you make an excellent impression on those who receive your messages. Advertising yourself as pleasant, competent, and efficient will help you to be successful in your future career.

Go to page 11 of Assignment Booklet 6B and complete the Final Module Assignment.

